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ABSTRACT

This handbook for teachers is intended as a practical aid in creating an effective program of selling foreign language (FL) study to students, parents, counselors, administrators, and the community as a whole. The six sections into which it is divided correspond to the following aspects of a public relations (PR) program: purpose, profits, publics, product, promotion, and professionalism. The first section defines PR outlines, the elements of a good PR program, and discusses why PR campaigns for FL study are necessary. The profits chapter deals with the reasons for studying a foreign language, including increased and more interesting career opportunities. Research on the academic and personal benefits of FL study is also reviewed. The third section identifies audiences and outlines the ways FL teachers might approach each sector. The section on product includes the elements of a good FL program, program and needs assessment sheets, a college questionnaire, an FL opinion poll, a survey of FL in business and industry, and a statement of goals. Section five explains how to publicize the program, as well as marketing, publicity, and setting up a filing system. The final chapter lists resources and describes each one's function. Appendices contain items the teacher can reproduce and use in developing a PR program, as well as a bibliography. (AMH)

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Foreign Language Post

OKLAHOMA STATE DEPARTMENT OF EDUCATION • 1982

Impact Of Public Relations Realized

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A Public Relations Handbook For Foreign Language Teachers

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Foreword

We are living in an information society. In light of current events, the need for communication is more important than ever before. Foreign language skills become more and more vital everyday--even in Oklahoma. Our foreign language programs are not just an exercise in academic excellence; they are preparing Oklahomans for our modern technological society. Foreign language teachers must accept their responsibility of providing effective programs. I strongly support and encourage the study of foreign languages and urge foreign language teachers to communicate the value of their programs to their communities.

Leslie Fisher
State Superintendent

Acknowledgements

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Introduction

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This handbook has been patterned after the work of Dr. Vicki Galloway of the South Carolina State Department of Education. She has authored articles and booklets and conducted workshops for foreign language teachers in the area of public relations. We are grateful for her inspiration.

We have attempted to provide the classroom teacher of foreign languages with a useful tool--a "how to" book which will help create an effective program of selling foreign language study to students, parents, counselors, administrators, and the community as a whole. We have included an appendix containing many reproducible materials for use in a public relations program. Our goal has been to help you re-evaluate your program, monitor its effectiveness and tell your message to others. We wish you every success.

The Authors

Barbara Branson Sherry Paul

M. Bednarz Al Gage

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PURPOSE

What is public relations?

Why do foreign language teachers need a public relations program?

Thought For The Day

PURPOSE

What Is Public Relations?

Why Do Foreign Language Teachers Need A PR Program?

Maybe we need to start with some definitions and some questions. Just what is it we are talking about in this handbook? And, why are we talking about it? One textbook definition is as follows:

> Public relations is the planned effort to influence opinion through socially responsible performance based on mutually satisfactory two-way communication.[1]

As foreign language professionals --

- Do we want to influence opinion about the value of our subject?
- If so, should we do it in a planned manner so as to take advantage of our time and efforts?
- Do we want to be socially responsible as we go about our publicity efforts?
- Do we really want our communication with parents and the community to be two-way?

Many people in the foreign language teaching profession feel that to some extent at least our recent problems of declining enrollments and the lack of public interest in our field has been due to our own lack of telling "our story" in a forthright, truthful and comprehensible way. It seems that we are living in special times--things are changing in the public schools and colleges of the United States--and the special efforts must be made.

---

[1] Cutlip, Scott M. and Allen H. Center, Effective Public Relations (Prentice-Hall, Englewood Cliffs, NJ, 1971), p.2.

Public relations is the use of a planned strategy of attack on the problem of developing profitable relationships with the public. It is built on the premise that a public which has been carefully and continually informed will be a wise public able to choose well and intelligently among the various options.

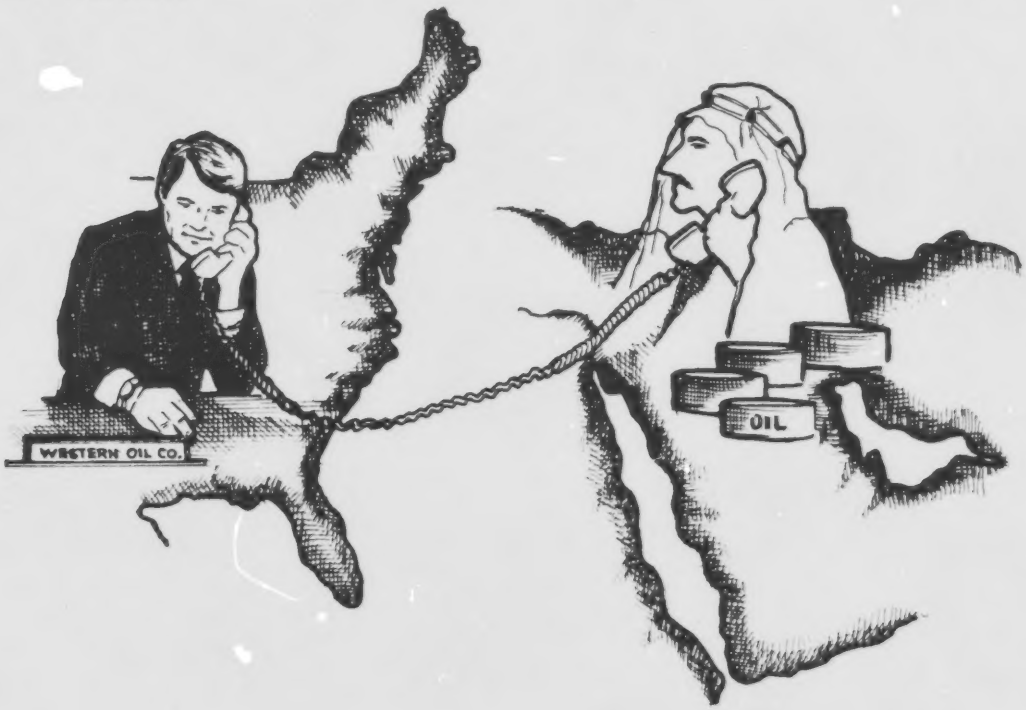
WHAT ARE THE ELEMENTS OF A GOOD PUBLIC RELATIONS PROGRAM?

1. First, it is just that--a program--which implies planning for a variety of approaches and applications to suit numerous opportunities.
2. It is based on facts.
3. The product has been thoroughly researched, evaluated, and documented.
4. The target audiences have been carefully delineated.
5. Individual components of the PR program (or campaign, if you prefer) are designed specifically for each target audience.
6. Two-way communications exist between the producer and the public.
7. The PR program does not promise more than it can deliver.
8. The PR components are only used in appropriate ways and at appropriate times.

Let's look for a moment at what public relations IS NOT.

PR IS NOT JUST . . .

All of the preceding elements can be a part of a well-conceived public program, but they, by themselves, are not an entire program. To illustrate:



Where in the preceding list does two-way communication come in? Where is the input by our various "publics" which we so desperately need if we are going to upgrade our offerings and tailor them to suit individual needs?

Some might object to the development of a public relations program on the basis that it is simply "selling," and, thus, beneath them as professionals. We must consider that argument by saying that as long as we in the teaching profession are dependent on our "publics" for support--financial, moral, and yes, even for the students we teach--we must make efforts to develop profitable relationships with those publics.

??? WHY PR ???

A full public relations campaign is necessary for each foreign language teacher in Oklahoma because:

- ✓ In Oklahoma only about 7% of students in grades 7-12 were enrolled in any FL during the school year 1980-81.
- ✓ None of the public colleges or universities in the state has a generally-applied FL entrance requirement; most majors at any university have no FL requirement for graduation.
- ✓ There is a tremendous attrition rate-over 50%--between Levels I and II FOR EVERY LANGUAGE.
- ✓ Many school administrators feel that FL is an "extra" or a frill (particularly at the elementary and junior high school levels) and it is among the first to go in time of financial crisis.
- ✓ There are more teachers of English in the Soviet Union than students of Russian in the United States.
- ✓ There are an estimated 10,000 English-speaking Japanese businessmen stationed in the United States while there are fewer than 900 of their American counterparts in Japan.
- ✓ Except for the United States and Great Britain, all other nations make foreign language a required subject for all students.
- ✓ The United States must engage in international trade on an increasingly competitive scale and a knowledge of other peoples' languages and customs is paramount when you are trying to trade with them.

This handbook is offered as a guide, a reference and a source of materials to help in a PR program designed to increase your foreign language enrollments. For your own public relations program:

1. Evaluate your PRODUCT. Does your program reach the goals you have set? Do these goals satisfy the needs of the students, the school and the community?

2. Document the PROFITS of foreign language study. How will the students and the community be able to use these FL skills?

3. Analyze the PUBLICS you need to inform. What groups are you trying to influence?

4. Use all media possible for PROMOTION to your target audience. How do you publicize your program, your activities, your benefits?

The chapters in this handbook are for your guidance.

➳ • **Read it!**

➳ • **Quote it!**

➳ • **Duplicate it!**

➳ • **Copy its ideas!**

Use its reference sources for additional information if needed. We hope it will provide the impetus for all foreign language teachers to reach out and "Show their Stuff!"

Business

PROFITS

Texas International Again Proposes French Merger

Why study foreign language?

Update

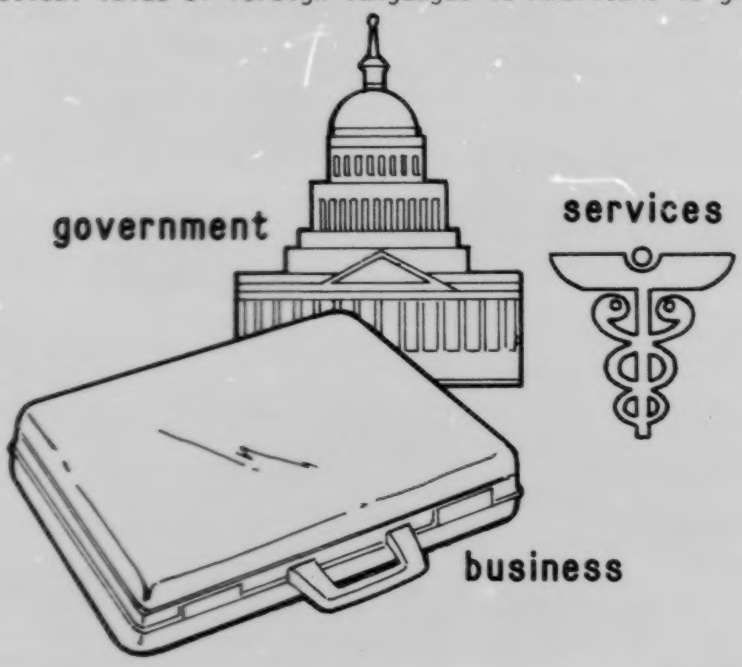
Chinese/U.S. Trade Pact Approved.

PROFITS

Why Study A Foreign Language?

A good foreign language PR program must describe the benefits of FL study. In today's world we must constantly "justify" the value of scholastic offerings in terms of practical applications. Parents and students, administrators and school patrons all want to know just what real benefits come out of foreign language study. What can you DO with it?

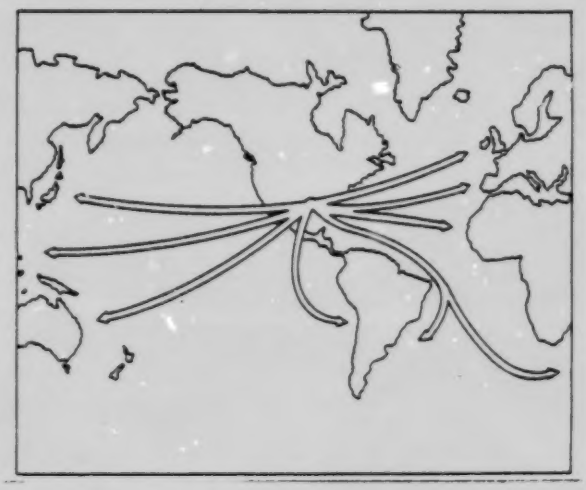
The answer to that question is easier than ever to give. Today, the practical value of foreign languages to Americans is greater than ever in



Government and business officials from the President on down have been humiliated by faulty translations, simply because of a shortage of language trained personnel. Fisher Body (a division of General Motors)

for example, was embarrassed to discover that their Body by Fisher slogan was translated in Belgium as Corpse by Fisher.

Out of necessity, Americans are discovering their new dependence on international relationships. With growing nationalism everywhere our businessmen find that they must work very hard to keep the momentum and competitive edge gained during the past 30 years. Increasingly, they are finding that knowing a customer's language and customs may be just the thing required to keep that edge. And Americans are finding out that in most other cultures, the social aspects of doing business are much more important than they usually are here in the United States.



Unfortunately, most Americans are unaware of the importance of exports to them.

News of exports, world trade, and multilateral trade negotiations receive considerable public attention abroad, but not in the United States. Americans are simply unaccustomed to thinking of themselves as needing to be a part of the world economy. Exports are considerably more important in terms of jobs, inflation and the value of the dollar than most of us realize. United States exports have been growing only about half as fast as other industrial nations' exports.

17

LPN CO-ORDINATOR

Excellent opportunity for an energetic, outgoing LPN who desires a position as a nursing coordinator. Duties include dispatching nurses to clients, home visits, in-service development & assisting the administrator. Requires 3 years experience with some supervisory skills and prefer some knowledge of Spanish. We offer an attractive salary & many benefits. Join the health service that cares! Call 555-1122

LIBRARIAN

One professional librarian position as cataloger. Books, microforms and other non-book materials using L.C. system, The Library is a member of OCLC through AMIGOS Bibliographic Council, Inc. The cataloging processes are now partially automated. Knowledge of foreign languages helpful. Letter of application, resume, and three letters of recommendation must be received by April 1, 1982, in the office of the NORTHERN STATE UNIVERSITY, 200 S. University Drive, Edmond, Oklahoma 73000. EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

ADVERTISING AND PUBLIC RELATIONS

Fast-growing national corporation, headquartered in Oklahoma City, needs an individual with hands–on experience in all facets of building a corporate image. This individual must be able to produce as well as coordinate production of our customer-related international advertising. Knowledge of a foreign language helpful. Personal growth potential and salary is commensurate with your experience and ability. Send resume and salary history in confidence to:

P.O. Box 12345
Okla. City, OK 73000

Every state plays an important role in our nation's export picture. Oklahoma is no exception as can be seen in the following:

EXPORT HIGHLIGHTS

- Oklahoma's exports of manufactured goods totaled $579 million in 1976, 129 percent above the 1972 level.
- An estimated 8,500 jobs in Oklahoma were directly related to producing manufactured exports. About 6,300 additional jobs were required to produce materials and parts for incorporation in products exported from the 50 states. Thus, 14,800 jobs in Oklahoma were dependent on exports of manufactured goods--about 1 of every 10 manufacturing jobs in the state.
- Rising exports accounted for $1 out of every $14 of increase in the production of manufactured goods from 1972 to 1976.
- In fiscal 1977, Oklahoma's share of U. S. agricultural exports totaled $410 million, almost four times the 1972 value.

To be a successful exporter it is necessary to speak the language of the countries where you want to sell your product. Foreign firms often spend great sums of money to train their salesmen in other languages while many American firms generally do not.

In surveys and interviews conducted in 1980 and 1981 by the foreign language specialist of the Oklahoma State Department of Education (and available from that department--see the chapter on Promotion) many Oklahoma executives indicated that fluency in a foreign language could be a decisive factor in their selection of personnel and in the advancement opportunities within the company. They indicated that there was a wide range of needs in the job market where language skills would sometimes draw a premium salary; other jobs require those skills as a condition of employment. A few of the career areas mentioned have been:

A variety of careers using foreign language skills are enumerated in "Career Bingo," a good classroom or club activity. This game also shows the kinds of locations where these jobs are available. See the Appendix for further details.

Tourism is big and growing in Oklahoma. Large numbers of foreign visitors come through our state each year. In 1980 alone nearly 13,000 visitors from 107 different countries registered at Oklahoma Travel Information Centers around the state. Since these are located at highway locations, the figure does not count the many foreigners who arrive and travel in Oklahoma by air. Yet, Oklahoma provides few informational materials in foreign languages. Frequently, local foreign-born citizens are called upon to help a tourist get information about where to go, what to see, or how to find help in cases of car trouble or illness. Even a service station attendant may find his high school Spanish used on his job to give assistance to tourists.

It would not be uncommon for Oklahomans to be found in King Arthur's Court. Many people travel abroad--to Europe, to Mexico and South America, to Canada, and to the Orient. Adults go on package tours or business trips; students travel with their teachers. When traveling

abroad, if one knows the language of the country, his/her travel enjoyment will be magnified almost beyond measure. In addition, the impression left behind with the natives will do much to erase the "Ugly American" image left by boorish, short-sighted United States citizens who make no effort to comprehend or blend with the foreign culture.

In addition to the more "practical" career, commercial and travel uses, foreign language study is an enriching element to any person's self-development. It is just as important to make the living worthwhile as to make the living! Foreign language study leads to enlightened citizenship in today's ever-shrinking world. Learning about the culture of other peoples expands the mind and gives an individual a better understanding of world events. Language students get a vital international perspective that other students lack. It takes them beyond the limits of their city or state and opens up new vistas. It makes them more tolerant and even appreciative of foreign cultures within the state. (See the resource list for references to help you create a unit on the varied cultural heritage of Oklahoma.)

Foreign language study also expands an individual's ability to think and learn. Too often we fail to recognize the contribution that foreign language study makes to the total development of the individual. Some educators are convinced that our young people's oft-cited inability to write coherently in English stems in part from a lack of formal training in a second language.

RESEARCH

What does research have to say about the benefits of foreign language study? On the following pages a summary of several research projects should help document the benefits of foreign language study for interested students, parents, counselors, and other community members.

Keep in mind, however, that no serious researcher would declare that his or her one research study absolutely proves or disproves a point. Researchers depend instead, on the accumulation of evidence gathered from a variety of studies over a period of time. Foreign language teachers have long felt that prolonged study of a language helps develop the intellectual potential of the individual who gives serious time to the study. Here, then, is an accumulation of evidence from a number of studies which lead us to feel that we have been right all along.

The following research summaries should be printed in such a fashion that you can reproduce any of them for use in pamphlets, brochures, etc.

FOREIGN LANGUAGE STUDY AND THE S.A.T.

In 1980 the U.S. Office of International Education sponsored a study directed by Dr. Peter Eddy of the Center for Applied Linguistics and the ERIC Clearinghouse for Languages and Linguistics to see if the study of FL in high school had an effect on verbal ability in English scores on the SAT. The major findings include the following: (1) when verbal ability is controlled, students who study foreign language for longer periods of time will do better on various SAT subtests and on the SAT-Verbal as a whole than students who have studied less foreign language; (2) having studied two foreign languages has no significant effect on SAT scores or on scores on the Test of Academic Progress; (3) language studied has no differential effect on SAT or TAP scores; and (4) there is some evidence that higher grades in foreign language study correlate with higher scores on the SAT (particularly the reading and vocabulary subscores). The final report titled,"The Effect of Foreign Language Study in High School or Verbal Ability as Measured by the Scholastic Aptitude Test-Verbal: Final Report," and is available for purchase from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Request number FL 012 114.

FOREIGN LANGUAGE STUDY AND THE A.C.T.

During 1979 Terry R. Bastian conducted a research project involving a randomly-selected group of 238 graduating high school students of the public high schools in Boise, Idaho. The controlled study sought (1) to determine the effect of two or more years of high school FL study on achievement in English and (2) to determine if there were any male/female differences in English achievement between students who had studied at least two years of a foreign language and those who had not.

The results of the study warranted three conclusions with respect to the population studied and within the limits of the study design. They were: (1) Two or more years of high school FL study had a significant positive effect on the subjects' achievement in English. A statistical comparison of English scores showed that the foreign language group performed at a significantly higher level (P .001) than did the no foreign language group, when initial differences in pretreatment English achievement and scholastic aptitude were controlled. (2) Girls performed at a significantly higher level (P. 049) on the English achievement test than did the boys of the study, when initial differences in pretreatment English achievement and scholastic aptitude were controlled. (3) No significant interaction of foreign language status with male/female status was shown in the analysis. (Summary from: Dissertation Abstracts International, Vol. 40, No. 12, June 1980)

FOREIGN LANGUAGE STUDY AND THE A.C.T.

Does the study of foreign language in high school affect scores on college entrance examinations? To find the answer to this question, a study of the relationship between the two factors was conducted in 1979 at Southern Illinois University at Carbondale. With the cooperation and assistance of the Office of Institutional Research and Studies, the study was carried out by computer analysis of the records of students currently enrolled at the university who had American College Test (ACT) scores on file and who had answered the questions about previous foreign language study in the "Student Profile Section" of the test. (Questions 88-91 of the "profile" requested information regarding the number of half years of foreign language study in Spanish, French, German, and "other.") Of the 23,476 students attending the university, 7,460 fell into this category.

Under this group, the computer processed a number of comparison questions, and the results in all cases showed a positive correlation between foreign language study and college entrance exam scores. (Reported in the ADFL Bulletin, November, 1979 – Association of Departments of Foreign Languages, an affiliate of the Modern Language Association.)

FOREIGN LANGUAGE STUDY AND THE ABILITY TO DRAW INFERENCES

This study shows that the ability of junior high school students to draw inferences improved as a result of foreign language study. In effect, it appears that the study of German helped students to function linguistically in English. Aaron S. Carton, "Inferencing: A Process in Using and Learning a Foreign Language," Psychology of Second Language Learning, eds., Paul Pimsleur and Terrance Quinn (New York: Cambridge University Press, 1971.)

FOREIGN LANGUAGE STUDY AND THE ABILITY "TO LEARN HOW TO LEARN"

"Harlow's studies suggest it is possible to learn how to learn; they imply that not only are specific abilities learned, but the entire set or approach to learning is learned. The more variation in reality an individual has coped with, the greater will be his/her capacity for coping; that is, the child who has had a variety of experience develops a set to seek new experiences. Thus, it appears that certain types of early experiences not only may have immediate effects, but may even determine an individual's approach to thinking. Alternating from one language to another . . . may have the long-term effect of making him more flexible in functioning, less rigid, and less inclined to remain with one approach. This flexibility appears to be an inherent characteristic of second language experience." "The Formation of Learning Sets," Psychological Review, 56 (1949), 51-65.

LATIN AND IMPROVED ENGLISH SKILLS

Rudolph Masciantonio, "Tangible Benefits of the Study of Latin: A Review of Research," Foreign Language Annals, 7(1977), 375-382. This article examines the linguistic benefits of Latin in light of recent research which seems to document the relevance of Latin building English vocabulary and reading skills. Evidence is cited from eight educational projects in which an experimental group of students taking Latin, and a control group not taking Latin, were pretested, posttested, and compared with regard to English verbal skills. In each case, the Latin student showed significant gains over the control group. Other studies supporting these findings are cited, as well as projects presently being conducted.

FOREIGN LANGUAGE STUDY AND THE ABILITY TO "FIGURE OUT" THINGS

A study in Canada by Peal and Lambert showed that learning more than one language heightened the learner's ability to call into play a variety of learning configurations which would otherwise have been more limited. "Figuring out" the sound system and grammatical rules in more than one language seems to have increased the learner's ability to organize his or her perceptions of reality, recognize concepts in several different forms, and solve complex linguistic and cultural problems. ("The Relation of Bilingualism to Intelligence," Psychological Monographs, 76, xxvii (1962).)

FOREIGN LANGUAGE STUDY AND CREATIVITY

A number of studies have shown a positive correlation between the study of second languages at the elementary school level and the creative functioning of elementary school children. These studies were done with children who had the opportunity to study a second language in comparison to matched groups of children who lacked such opportunity. (Richard G. Landry, "A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level," Modern Language Journal, 59 (1974), 10-15; "The Enhancement of Figural Creativity Through Second Language Learning at the Elementary School Level," Foreign Language Annals, 7 (1973), 11-15; and "The Relationship of Second Language Learning and Verbal Creativity," Modern Language Journal, 57 (1973), 110-13.

HIGH SCHOOL FOREIGN LANGUAGE STUDY AND GENERAL COLLEGE ACHIEVEMENT

A study in the United States by Robert Skelton indicated that students who studied foreign languages in high school were highly superior in academic achievement in college in comparison to students of the same intelligence and socio-economic background who had not studied a foreign language. As the report concludes: "Statistical analysis, reason, and the experience of generations force us to the conclusion that the study of foreign language does improve one's command of his own language, thereby enhancing one's control of subject matter in fields in which language is the vehicle of instruction." School and Society, June 8, 1957.

FOREIGN LANGUAGE STUDY AND MASTERY OF HIGHER FORMS OF ONE'S OWN LANGUAGE

A psychologist named Vygotsky reported from his studies that second language study facilitates mastery of the higher forms of one's own first language. The student learns to see the first language "as one particular system among many, to view its phenomenon under more general categories, and this leads to awareness of his linguistic operations . . ." (L.S. Vygotsky, Thought and Language, Cambridge, Mass: MIT Press, 1962, pp. 109-110.)

In today's BACK TO BASICS movement, basics are not just subjects in a curriculum such as reading, writing and mathematics, but MUST include abilities such as problem-solving, coping and learning how to learn. Developing human qualities such as understanding, respect for others and self-respect cannot be left out of the basics.

In an editorial dated March 1981 and titled: The Time for Basic Education James Howard of the Council for Basic Education of Washington, D. C. states:

> What comprises sound, basic education? CBE has never been in doubt about that. Devoted to the principle of universal, tax-supported, democratic public education, and believing that the security and well-being of the nation call for constant vigilance to preserve the best in the present educational system, CBE has held for 25 years:
>
> (1) That all students without exception receive adequate instruction in the basic intellectual disciplines, especially English, mathematics, science, history, foreign languages, and the arts,
>
> issued by the Council for Basic Education
> 725 Fifteenth St., N. W.
> Washington, D. C. 20005

In another document co-sponsored by twelve national educational associations titled: THE ESSENTIALS OF EDUCATION we find the following.

> "Educators agree that the overarching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs. . . . the essentials of education include the ability to use language, to think, and to communicate effectively; . . . to understand other languages and cultures; . . ."

How Do We Profit From Foreign Language Study?

Improved learning skills

Deeper understanding of other cultures

Greater comprehension of international events

Better job opportunities

Increased pleasure when traveling abroad

More attraction for foreign visitors

Increased foreign trade for the state and nation

Women To Attend Foreign Seminar

World Affairs Workshop Slated

Community Events

Features

Whom do we need to reach?

PUBLICS

PUBLICS

Whom Do We Need To Reach?

The time has come for foreign language teachers to quit talking about problems of declining enrollment, lack of public support, and the drop in college requirements. We, as foreign language teachers, must take our message to the publics--our in-school public and our external publics. We must stop bemoaning what others don't know about foreign language and start involving them with our programs if we are to gain their support.

In April, 1980, Gary Marx, Associate Executive Director of the American Association of School Administrators, delivered a speech to the Central States Conference on the Teaching of Foreign Languages in which he gave some of the following suggestions:

FIRST: Identify your publics!!! Who needs to know? Who needs to be involved? Who needs to understand? Counselors? Parents? Administrators? Students? The School Board? The Superintendent? Other teachers? Non-parent Taxpayers (since only 28% of the homes in America now have students in our public schools)? Business Community?

SECOND: What do they need to know? Why study foreign languages? Of what practical use are they? Which language should be studied? Who should study a foreign language? How long should a language be studied? What's the mastery level after 1, 2, 3, 4 years of study?

THIRD: How will they find out? Newsletter? PTA meetings? Personal contact? Word of mouth? Students? Other teachers? Principals? Supervisors? Radio? Television? Personal note?

We must decide WHO needs to know WHAT we're doing. Once they know what we're doing, and if our product is good, they will support us.

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IN-SCHOOL PUBLICS

The Students

Why do approximately 50% of our students choose not to continue language study after the second year? Attrition is even greater in the advanced levels. Vicki B. Galloway, in her article, "Public Relations Making an Impact," cites some interesting explanations in which she compares students' reasons for not continuing languages as compared to teachers' explanations:

Students' Reasons:

1. Completed language requirement
2. Thought next level too difficult
3. Were advised not to continue
4. Opted for another subject
5. Lost interest
6. Disliked teacher

Teachers' Reasons:

1. Declining college requirements
2. Lack of support from guidance counselors
3. Increasing emphasis on science and math
4. Lack of interest
5. Tendency of pupils to elect easy courses

Four out of five reasons given by the teachers were really beyond the teachers' control; therefore, teachers should look at the students' reasons and make concentrated efforts to encourage students to continue language studies.

Galloway suggests ways to motivate the student to study languages:

1. Make the class relevant by talking about topics of student interest.
2. Write letters of commendation in the target language.
3. Offer scholarships funded by the language club.
4. Ask presently enrolled students to talk to their friends, brothers, sisters, and neighbors about foreign languages.
5. Have advanced students teach mini-courses in elementary schools.
6. Present student-prepared productions to PTA.

Students are probably our most important public. We must convince the student that foreign language study is relevant. He/she will then become our best ally in public relations.

The Guidance Counselor

Guidance counselors probably get blamed for more problems than any other person in our school system. As teachers, we blame them for all interruptions; we blame them for advising students not to take a language; we also have many ideas as to what they should be doing. Perhaps, we're maligning unjustly. A guidance counselor can be another ally if we would take the time to build a good working relationship:

1. Explain your program--goals as well as problems.
2. Invite the counselor to your class.
3. Confer with counselor in placing transfer students.
4. Provide counselor with career information.
5. Get acquainted with area university programs.
6. Keep track of former students and their success with languages.
7. Thank the counselor from time to time.

The Administrator

Many principals have studied foreign languages and understand the value of them; some can only recall verb conjugations, translation, and reading.

Principals are very powerful because they have authority to make changes. Most of them would be much more supportive of us if they simply had more knowledge about our programs.

It is our responsibility to inform the principals as to what we are doing and demonstrate to them that our product is good and we are meeting a need in a contemporary society.

Here are some suggestions provided by Al Gage:

1. Have a good, exciting program. The thing that interests administrators most (and that over which they have the least control) is the day-to-day learning activities of your classroom. Get the kids involved; give them something good to talk about to their friends and parents. Incidentally, this is the KEY to fewer discipline problems.
2. Invite your administrators to your class. Be sure that ALL administrators and counselors have an open invitation to come to see you at any time. However, when you are involved in a particularly interesting activity, tell them about it, ask them to come at a specific time and place and then, if necessary, go early and get them so they are sure to be there.
3. Be ready to listen. Not one of us is perfect, and most of us tend to become defensive when criticized. Remember that your administrators view your program from a different vantage point and from other areas of responsibility. Try to maintain an open mind and look to see if there isn't at least a "grain of truth" in what they are trying to say.
4. Know your subject area and your materials. You have been hired as "the expert" in your area and should be reliable and competent in it. Remember, your administrators probably know less about the foreign language area than about any other area of the curriculum. It is your duty, therefore, to explain your concerns and hopes patiently and in non-threatening ways. Let them know why foreign language study is important for students.

5. Give them credit when credit is due. If you've asked your administrators for their support in establishing a program, in selecting a certain text, in obtaining buses for a field trip--and they have helped you, thank them sincerely and tell them how much you appreciate it. Give credit for their support at PTA, at school board meetings, in staff meetings, etc. Remember, you might not have been able to do it without them!
6. Be supportive of the total school program. Others feel just as sincerely about their programs as you do, and if you give them support when they need it, they will be much more likely to support you and your program. Don't expect constant "favors."
7. Include administrators in the pictures of activities you take. If you have pictures of activities taken for the school newspaper or the local news media and it is possible, have them included. Be sure they are in pictures where awards are being given to foreign language students.
8. Be practical and realistic. Don't promise more than you can deliver! We all know that a language cannot be "learned" and students become fluent in the normal two-year sequence of high school study. In the past we have alienated many administrators and parents by making promises we could not fulfill.
9. Promote your own area. Administrators expect you to promote and recruit for foreign language. It would be unprofessional of you to expect counselors and administrators to give you "special treatment." However, you should expect equal treatment.

10. ALWAYS use tact. Nothing will defeat you in achieving your goals faster than tactlessness in your dealings with administrators, counselors, students or parents. Success can often be measured by the degree of tact used in dealing with others.

THE EXTERNAL CONNECTION

Parents

Generally, our contacts with parents involve parent/teacher/counselor conferences or progress reports sent home for unsatisfactory work or PTA back-to-school nights. Most of our contact is of a negative nature.

Parents have a right to know what their children are studying. An uninformed parent is usually an unsupportive parent. Winning the support of parents can be accomplished through some of the following suggestions:

1. Attend PTA meetings.
2. Invite parents to classroom.
3. Offer mini-courses to parents.
4. Invite parents to a language breakfast.
5. Send career information about languages to parents.
6. Send notes of thanks for their interest in their child's progress. (See Happy Grams in the Appendix.)
7. Ask them to help with festivals or language parties.

The Community

As previously mentioned, only 28% of homes in America now have kids in our public schools. About 50% of the voters show no interest in our school affairs. Yet, if these voters were asked what schools should be teaching, they would probably say, "Get back to the basics: reading, writing, arithmetic. There are too many frills and not enough discipline."

We, as foreign language educators, must be careful that the public not perceive our programs as "frills". Surveys have shown that most parents would like to study a foreign language, and that they would encourage their children to study one. Many parents, in fact, think schools should require foreign language study.

* * * * * * * * *

Making the internal and external connections provides us with the unique opportunity to encourage contact between the groups already mentioned and to show our appreciation to them. Banquets give us the opportunity to invite principals, counselors, colleagues, or community members as guests of honor. We can ask them to present certificates (see Appendix) to our deserving students. The Appendix also contains thank-you notes which are great when written by students to principal whenever they have attended foreign language programs or have helped in getting approval for foreign language activities.

Certificates of service sent to business leaders who have spoken to your class or who have publicly supported foreign language study are greatly appreciated. Parents who have hosted parties for foreign language clubs deserve a special "thank you".

CONCLUSION

An outpouring of public support and a sudden increase in enrollment are not going to magically happen if we continue along our present path. The public will buy what it thinks it needs, and if the product is good, the public will buy even more. It is our responsibility to establish that need and to produce a good product. If our efforts in public relations are to be successful, we must proceed systematically by identifying our publics; determining what they need to know; getting the information to them. We must be persistent in our efforts--constantly evaluating and up-grading what is effective and discarding that which is ineffective. We, as foreign language teachers, must be totally convinced; then we can convince others.

Classified Advertisements

General Help

Professional

EXECUTIVE DIRECTOR

CENTRAL OKLAHOMA HOSPICE ORGANIZATION is seeking its first director. Exciting opportunity to learn and grow with a new health care organization. Candidate should have 2 yrs admin. and business experience, preferably in health related field. Degree req. Experience and knowledge of contracts, budgeting, fund raising and health and community services. Resume and salary history before March 1.

TECHNICAL WRITERS

Experience required in writing of maintenance manuals on digital and microprocessing equipment. Direct labor rate $12.50 per hour. Long term position. If available and interested, please call MILT at

QUALITY CONTROL MANAGER

Looking for an individual who has a minimum 5 years Q.C. Management experience in machine shop atmosphere. Must be aggressive with strong communications & supervisory skills.

Q.C. SENIOR INSPECTOR

Must be familiar with all phases of machine shop inspection & willing to work our 2nd shift 3:30pm-12midnight.

Medical

Clerical and Office

CLERICAL POSITION

The Alliance Insurance Companies have a clerical position open to compute rates for property-casualty insurance policies. This position requires good

PRODUCT

What is a good foreign language program?

PRODUCT

What Is A Good FL Program?

The best public relations program starts with a good product. Leading citizens of the United States both in business and in government positions are increasingly recognizing that the study of other languages and cultures can be an important contribution to the improvement of world relations and the restoration of American political and economic influence abroad. For this reason the profession of second language education has reason to be cautiously optimistic about the future. As discussed in the first chapter, however, to bring this new hope to fruition and provide a solid foundation for continued progress and support, foreign language teachers everywhere must plan a progressive, productive public relations campaign.

HOWEVER... before any campaign is launched,

before any promises are made,

before any students are recruited,

before any posters are displayed in hallways . . . . .

WE MUST. . .

ANALYZE THE PRODUCT!

What is our product? It is the complete foreign language program to which the student is exposed--in all its facets:

The textbook and any accompanying materials;

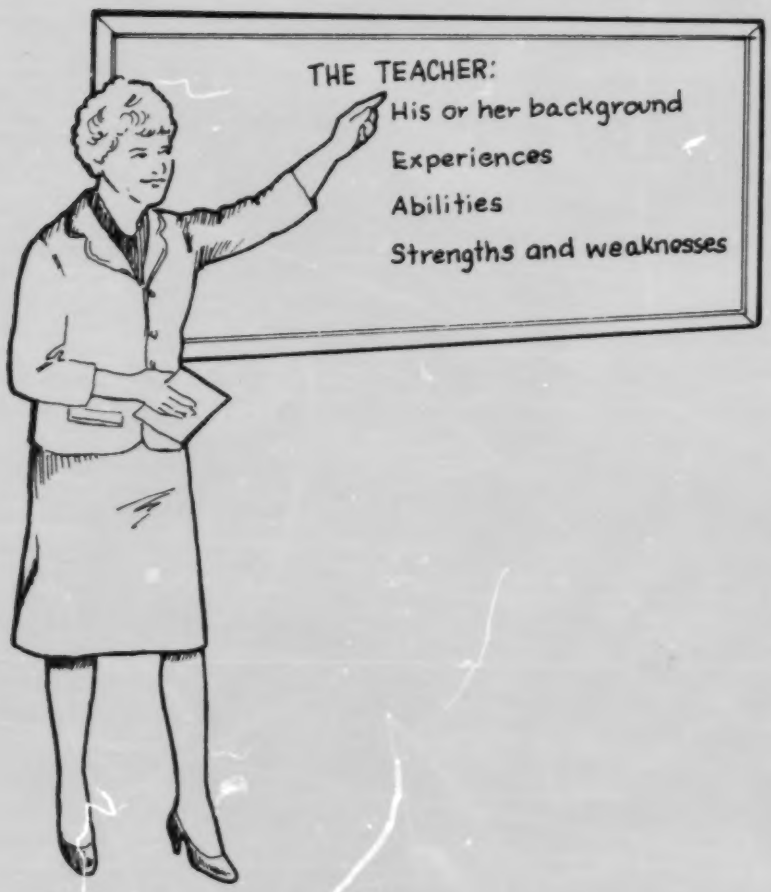
The lab facilities, if any;

The classroom itself and the physical environment;

Extracurricular aspects such as clubs, etc.;

The extent of the program--its scope and sequence;

AND MOST IMPORTANTLY,



GOOD PRODUCT ANALYSIS WILL LEAD TO:

- a reassessment of the current offerings in the light of present and projected needs
- an identification of the strengths and weaknesses of the program
- the establishment of realistic outcomes and demonstration that they are achievable
- the formulation of the best possible methods for achieving the desired goals for the students
- the promotion of a good product which meets a recognized need

. . . . good, honest program assessment is an absolute essential to the development of an outstanding program which one can then "sell" with confidence to the public.

In an effort to help the teacher to effectively assess the foreign language program, the remainder of this chapter is devoted to some open-ended questions which should lead to deeper thinking on the subject. There is also a checklist provided so that one can quickly see by simple yes or no answers how things stack up; a questionnaire for business and industry to indicate their needs for personnel with foreign language skills, and a survey which can be sent to colleges to see how high school foreign language graduates continue to achieve at that level. A student opinion poll is included so that you can get a feeling for how your students view your classes.

The use of some of these and other instruments should set you on the road to an improved program.

Program Assessment Sheet

I. Briefly state your philosophy regarding the role of foreign language in contemporary society.

II. Provide a brief description of your instructional program (including textbooks, % of time utilized), instructional strategies, instructional priorities, innovative practices, supplementary activities, special events.

III. Describe how your instructional practices conform or deviate from your stated philosophy.

IV. What do you consider to be the strengths of your program?

V. What are the weaknesses of your program?

VI. Estimate your level-to-level enrollment for the past or coming year.

Level I _____

Level II _____ % of attrition _____

Level III_____ % of attrition _____

Level IV _____ % of attrition _____

VII. Rank in order of importance what you believe to be the reasons for student discontinuence of foreign langauge study.

VIII. Describe activities performed this past year to "sell" your foreign language programs.

Activity	Month Conducted

20-Question Mini-Check on Your Program

Yes	No		
___	___	1.	Individual teachers have developed a rationale for the study of foreign languages.
___	___	2.	All foreign language teachers have defined course objectives for each level.
___	___	3.	Foreign language program has been carefully articulated from one instructional level to the next.
___	___	4.	Method of counseling students has been developed by guidance counselors and foreign language staff.
___	___	5.	Foreign language courses are available to all students. (GPA requirement or prerequisites?)
___	___	6.	Accurate records of enrollment, attrition, and achievement of foreign language program are maintained.
___	___	7.	Modern language classes are conducted in the target language as much as possible.
___	___	8.	Opportunities for the students to hear different voices and accents are provided through the use of native speakers, audio and video tapes, foreign language movies and radio broadcasts.
___	___	9.	Co-curricular activities (language clubs, festivals, banquets, weekend and summer camps, field trips, contests, foreign travel and study) are an integral part of the program.
___	___	10.	Information about language-related career opportunities is made available to students.
___	___	11.	The foreign language staff has had thorough preparation in contemporary methods of foreign language teaching.
___	___	12.	Foreign language staff has traveled, studied, or resided in countries related to the languages they teach.
___	___	13.	Foreign language staff speak the target language very well, with correctness of vocabulary and grammar as well as authentic pronunciation and intonation.

Yes	No		
___	___	14.	Foreign language staff follows a plan for professional growth through: a. professional literature b. graduate course work c. participation in workshops and conferences d. participation in foreign language professional organizations.
___	___	15.	The course of study constitutes an accurate description of the secondary foreign language program for purposes of providing information to school administration, guidance counselors, parents and other interested persons.
___	___	16.	Goals and objectives of the foreign language program are realistic in terms of mastery levels that students can reasonably be expected to attain with the allotted time span and other limiting factors.
___	___	17.	Foreign language instruction, whether at the high school or college level, is coordinated with other area foreign language programs.
___	___	18.	A variety of instructional materials and equipment and supportive media personnel are available to meet the needs of the foreign language program.
___	___	19.	Evaluation of the four skills (listening, speaking, reading, writing) is in direct proportion to the instructional emphasis each receives.
___	___	20.	Students, administrators, and peers are encouraged to evaluate the effectiveness of instruction in the foreign language program.

Needs Assessment

I. Who uses your product?

	Why?	How?
A. Students		
B. Parents		
C. Business		

II. What do you need right now to improve your product and increase its saleability?

Yes	No	
___	___	A. Instructional materials and equipment.
___	___	B. Better scheduling.
___	___	C. Improved techniques.
___	___	D. Greater fluency.
___	___	E. Advanced study.

III. What are your future plans for your program?

COLLEGE QUESTIONNAIRE

Name of College _____

Name and Address of FL Department _____

_____

Please list the languages offered by your college and for which you are responding herein: _____

_____

1. Do you offer advanced credit exams? Which exams? _____

   _____

   _____

2. What percentage of incoming students who have had two years of foreign language study in high school receive advanced credit (or advanced standing)? _____

3. In what areas do incoming students who have had foreign language in high school need to improve? Rank in order of importance 1-5 (1 being the most needed improvement.)

   _____ Reading

   _____ Grammar and composition

   _____ Comprehension

   _____ Translation

   _____ Conversation

4. From the following list rank in order 1-5 (1 being the most important) your department's priorities.

   _____ Reading

   _____ Grammar and composition

   _____ Comprehension

   _____ Translation

   _____ Conversation

A FOREIGN LANGUAGE "OPINION" POLL

An Evaluation Instrument by Ann Martinmaki
Wm. A. Wirt High School, Gary, Indiana

Please give your honest opinions. You may make additional comments and suggestions at the end. It is not necessary to sign your name, but you may do so if you wish. Your answers will not affect your grade in any way, but thoughtful answers will influence next year's foreign language classes.

	Yes	No	(a) Sometimes (b) I don't care
1. I know the names of everyone in my FL class.			
2. I have worked with someone I didn't know before this year.			
3. I'm happy when other people in the class do a good job.			
4. I think the rest of the class is happy when I do well.			
5. The teacher favors me or my group.			
6. The teacher favors another person or group. (Who?)			
7. I pay attention when the teacher is explaining something.			
8. I ask questions when I don't understand.			
9. The teacher tries to answer my questions.			
10. The teacher is annoyed when I ask questions about the work the class is doing - when I've been paying attention.			

Please rate the following class activities. (1, 2, 3, 4, 5) In scale A, number one should be the activity you liked best; number five, the activity you liked least. In scale B, number one should be the activity you learned the most from; number five the one you learned the least from.

	Prefer A	Results B
I. Oral		
a. Repeating after teacher or tape		
b. Repeating after tape in lab		
c. Answering questions/doing drills		
d. Listening to the FL and answering multiple choice items		
e. Saying sentences about filmstrip from memory		
f. Talking about the review pictures I've found or drawn		
g. Making up skits		
h. Making up stories about pictures I've found or drawn		
i. Talking about specific topics in small groups		
j. Stating my feelings and opinions		
k. Other (Explain)		
II. Reading and Writing		
a. Reading along silently while a passage is being read		
b. Reading something that has already been explained orally		
c. Reading new material to find specific information		
d. Reading something that another student has written		
e. Writing answers to questions on a reading selection		
f. Writing answers to grammar exercises		
g. Writing summaries of paragraphs		
h. Writing descriptions of people or places		
i. Writing stories about pictures		
j. Other (Explain)		
III. Organization		
a. Working in the book with the teacher		
b. Working alone or in groups on assignments from the text		
c. Working alone or in groups on skits or stories		
d. Using FL sources to obtain information on a specific topic		
e. Playing games in the FL		
f. Explaining things to others in the FL		
g. Other (Explain)		
IV. Goals		
a. Understanding spoken FL		
b. Pronouncing the FL correctly		
c. Talking about topics studied in the FL		
d. Talking about my own interests in the FL		
e. Learning about foreign speaking people		
f. Reading the foreign language literature		
g. Reading magazines and newspapers in the FL		
h. Writing to a penpal		
i. Reading about one of my interests. Specify.		
j. Writing about a certain topic. Specify.		
k. Translating		
l. Using the FL at work		
m. Passing a college placement test		
n. Other (Explain)		

The change I would most like to make in the foreign language class is:

because:

from: The Indiana University
Dialog. Vol. XI, No. 3
April 1977

SURVEY OF FOREIGN LANGUAGE IN BUSINESS AND INDUSTRY

Your name_____ Position_____

Firm_____ Address_____

Principal product or service of firm_____

1. Does your firm have specific needs for employees with skills in a foreign language? _____Yes _____No

2. Would your firm use employees with foreign language skills if they were available? _____Yes _____No

3. If you do not at present use any foreign language in your business, do you foresee any need for the knowledge of one in the future?
_____Yes _____No

4. What languages would you find useful for your firm?
_____Spanish _____French _____German _____Japanese
_____Other (Please specify) _____

5. What degree of proficiency would you require?
_____Conversational: conversing with natives of the country
_____Translation: translating oral or written communication into English
_____Composition: writing letters, manuals, instructions in a foreign language
_____Technical: conversing with a technical or professional person using a technical vocabulary

6. In what areas does your firm need persons with skills in foreign language(s)?
_____Clerical, secretarial, typing _____Production
_____Accounting, bookkeeping _____Management
_____Sales _____Others _____
_____Engineering, design _____

7. Other qualifications being equal, would foreign language skills enhance opportunity for: (Please mark all that might apply.)
_____initial employment _____salary increases _____advancement

8. Would you, or someone else in your firm, be willing to be interviewed more in depth on this subject?
_____Yes _____No (If, yes, who? _____)

9. Would you, or someone else in your firm, be willing to talk to a group of students about the use of foreign language in business?
_____Yes _____No (if, yes, who?_____)

10. I would be most grateful if you would add any other comments that might be shared (anonymously) with students, teachers and the general public on this topic._____

_____

_____

_____

In addition to the items included in this chapter of this handbook, the foreign language specialist at the Oklahoma State Department of Education has available a Curriculum Review Handbook for Foreign Languages which, if completely followed, should lead the teacher through a thorough re-evaluation of his or her program. It is designed to be used by a single teacher or an entire foreign language department. The Handbook can be requested by writing the specialist at the Department, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

GOALS

What do you want your students to achieve in your class? What are your expectancies? The set of outcomes for any course or level of study in foreign language should attempt to provide a clear picture of the learning that students are to achieve. The statements of achievement can be most easily understood by parents, students, counselors and others if they are written as proficiencies, i.e., they answer the question: What can Johnny DO as a result of completing this course.

If you have an exploratory or pre-level I foreign language experience for students, the following are some suggested areas that might be considered when designing your program:

1. Exposure and practice with the sounds of the language.
2. Develop activities which give the students opportunities to develop cultural awareness.
3. Utiltize introductory vocabulary dealing with greetings, colors, numbers, time, family members, clothing, etc.

The following are some suggested proficiencies adapted from work done by Dr. Gail Guntermann of Arizon State University. They include the basic areas of listening comprehension, speaking, reading and writing skills starting with one level of modern foreign language study. Although they are not meant to be slavishly adhered to, they do, nevertheless, represent a point of departure from which you can write your own list of expected minimal proficiencies.

Level I - Survival Proficiency

Speaking. The student should be able to:

1. obtain food, shelter, and transportation for survival.
2. acquire through oral and written language information essential to their basic social and travel needs.
3. establish and maintain at least superficial friendships through greetings, farewells, and exchanges of personal information.
4. open or maintain conversations by inquiring or giving the most basic information about health, weather, the time, or the date.
5. carry out common classroom functions, such as requesting and giving information, asking permission, borrowing items, and solving simple problems.
6. express wishes (I want _____.).
7. express ability and inability to do things.
8. recount past events and activities that are common to their daily lives, at least through the use of the simplest indicators of past time, such as the simple past tense forms and adverbial expressions.
9. describe places, people, and things well enough for them to be identified by a listener who is familiar with them.
10. make simple requests of others.

Most students would be able to express these meanings in such a way that they could be understood most of the time.

Listening. Students are able to comprehend what is said and identify the purposes of native speakers within the bounds of the material they have studied. They can understand recombinations of this same material and are able to grasp meanings somewhat beyond the level of their speaking ability when listening to clear speech directed to them at normal speed, or when the speaker's gestures, the context, or other clues are available. They are unperturbed when exposed to the natural

speech of native speakers in person or through the media; they are capable of discerning some words and phrases from the flow of speech.

Reading. Students command sound-symbol relationships and read recombinations of the material studied during the course; they are also able to gather some very basic information from newspapers and magazines, read with comprehension signs and other written material (including maps and schedules) encountered in the performance of the basic survival functions.

Writing. In addition to writing exercises for learning the grammar and vocabulary, students are able to spell the words and sentences that they can read and use orally, write notes and messages, and fill out basic travel forms.

Level II - Expansion Level

Speaking. The student should be able to:

1. maintain relationships at a deeper level: introduce and meet people; share experiences, opinions, common problems; express personal feelings; issue invitations and accept or decline; make social plans.
2. influence others' actions: request help, get others to do things, give and respond to instructions (expressed through indicative or other simple forms), give advice.
3. agree, disagree.
4. make excuses.
5. request and report information on matters of common interest related to their daily lives.
6. identity and describe people, places, objects; compare and contrast.
7. paraphrase and summarize, withing the limitations of the topics and materials studied.
8. request information by telephone.

Listening. During the second year of study, listening practice should be expanded to include many more exercises at the macro level (i.e., language as it is spoken naturally). Learners should be able to comprehend more than they can say. When listening to native speakers, they can identify the topic and attitudes of the speakers when the material is familiar, concrete, nontechnical and when the speech is clear. Even when much of what they hear is new to them they are able to decipher parts of the message as they recognize words and phrases.

Reading. At this level, students read short, carefully edited stories and articles and peruse newspapers and magazines for specific information. They comprehend nontechnical instructions; simple invitations, notes, and letters written by native speakers; advertisements; and jokes and cartoons containing material within their proficiency limitations.

Writing. Students write simple telephone messages, friendly letters, paragraphs, and very short compositions; and they can fill out forms related to travel, school, and so forth.

Career Exploration. Learners are apprised of careers requiring languages, the proficiency levels necessary in careers that interest them, and their own interests and preferences. Those who have identified a possible career are helped and encouraged to seek out appropriate vocabulary and apply it in their language-development exercises.

Level III - Basic communicative proficiency.

Speaking. The student should be able to:

1. express approval, disapproval, and blame.
2. report on current school events and major world events.

3. explain facts and relationships such as cause-effect.

4. make suggestions and recommendations.

5. give directions and instructions.

6. influence others: command, request, beg, insist, permit, prohibit, threaten, etc.

7. express (and hide) emotions and respond to others' feelings.

8. joke; share leisure activities; apologize; argue.

9. make guesses and predictions.

Listening. Learners can now comprehend enough of any clear, standard message dealing with an everyday topic to surmise the message most of the time. They are able to identify others' purposes and intentions within the bounds of their own experience with the target language and culture. They can converse at some length on topics of everyday interest, although native speakers must often restate their messages in more than one way for comprehension to be complete.

Reading. While students continue to read carefully edited messages, they also read simple stories and articles and illustrated material on their own for enjoyment as well as for specific information. With the aid of a dictionary, they can read with general comprehension unedited words in standard, nontechnical language.

Writing. Students are now capable of writing outlines, instructions, short skits, longer letters, and compositions.

Career Awareness. Learners continue to seek information on careers, and those who identify a possible career seek further information about it and its linguistic requirements. They can practice some skills related to their own areas of professional interest.

At this level, the areas of study interact considerably as students are able to use the target language to gain information about careers, the culture, and related topics from the satellite areas. The curriculum is much more integrated.

Level IV - Expanded Proficiency

Speaking. The student should be able to:

1. state his or her opinions and defend them.
2. give logical explanations.
3. report on world events.
4. discuss literature.
5. interpret nontechnical conversation for French speakers who do not speak English.

Listening. In face-to-face encounters students can now comprehend native speakers who are dealing with everyday topics. Students should be able to surmise the message of television news programs.

Reading. Students can now read newspapers, magazines, selected short stories, short plays and, with the aid of a dictionary, some short novels.

Writing. Students are now capable of writing short, nontechnical reports or research papers. With the use of a dictionary they can translate into or out of the target language nontechnical materials of moderate length.

In the final analysis, just what is it that we are encouraging our students to enroll in? what are we selling them? what can they do when they are through with our sequence of course work? what will they "have" when they are finished?

A thorough look at this section of our handbook as well as the next should give the prospective student as well as the teacher a good understanding of what foreign language study is all about.

Entertainment

Radio

Television

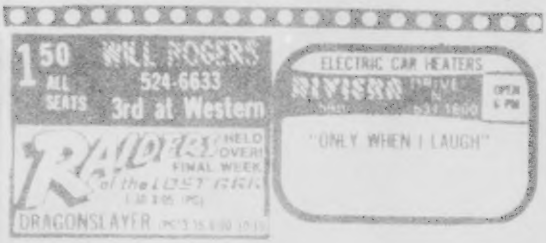
Book Reviews

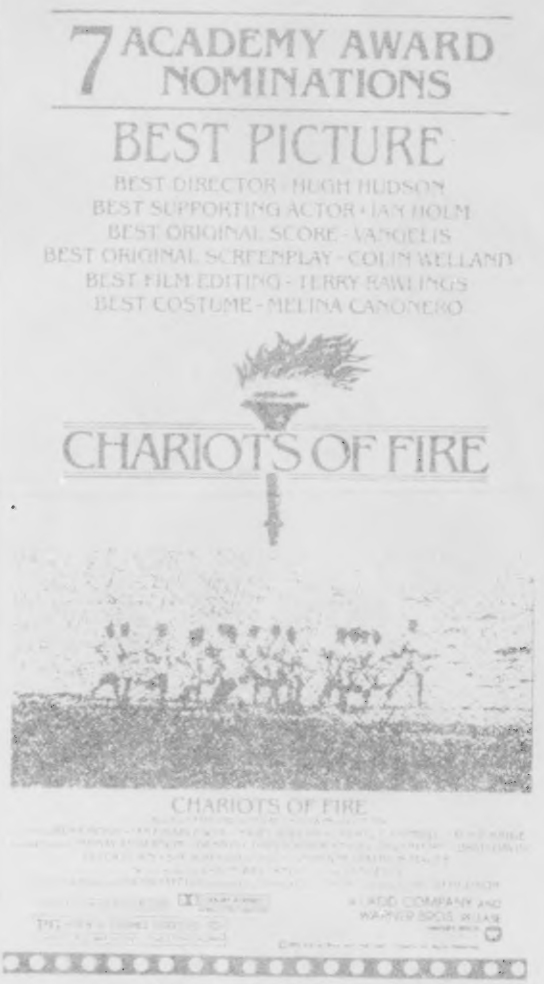
Theater

Movies

PROMOTION

How do we publicize our program?




7 ACADEMY AWARD NOMINATIONS
BEST PICTURE
BEST DIRECTOR - HUGH HUDSON
BEST SUPPORTING ACTOR - IAN HOLM
BEST ORIGINAL SCORE - VANGELIS
BEST ORIGINAL SCREENPLAY - COLIN WELLAND
BEST FILM EDITING - TERRY RAWLINGS
BEST COSTUME - MILENA CANONERO
CHARIOTS OF FIRE
CHARIOTS OF FIRE

PROMOTION

How Do We Publicize Our Program?

This segment of the Public Relations Program deals with promotion. Promotion is only effective when you are well versed in all of the previously examined material.

We all realize the decline of enrollment facing the foreign language field of our profession. Having a sound public relations program for each foreign language teacher in Oklahoma is not just a good idea, it should be a FACT OF LIFE!! We understand we must evaluate our product on an individual basis to determine each program's strengths and weaknesses. We know the truths of our program and the benefits they offer.

We must make these Truths and Benefits known to others.

BUT

HOW DO YOU COMMUNICATE THIS TO
THE PEOPLE WHO NEED TO KNOW
???

PROMOTE . . . . PROMOTE . . . . PROMOTE . . . .

Promotion is the procedure of distributing as widely and persuasively as possible those truths which it is to your advantage to make known. Promotion includes publicity and marketing. Both of these are necessary for effective promotion and are the elemental tools of public relations.

Marketing is the means of making effective personal contact with the public.

Publicity is the process of obtaining favorable mention of your product in the media at little or no cost.

YOU ARE NEWS!!!!!!!

YOU MUST SELL YOURSELF AS WELL AS YOUR PRODUCT!!!!!

SUCCESSFUL PROMOTION

Let's face it. No one wants a failure, especially a promotional failure! Let's talk about . . . .

HOW TO WIN!

FIRST we need a strategy!

"A strategy is an instrument for winning," according to Samstey in Persuasion for Profit. . . .

Our Strategy is to . . . .

#1. List the materials and resources available to promote our product.

#2. Obtain these materials.

#3. Utilize them to market the product successfully!

Like a good news story,
you start with the facts

SECOND you must implement the strategy!

There is a rumor going around that "the job isn't finished until the paper work is done."

Starting with first things--first. You should determine who and what you have in the way of personal resources. These may include your friends and acquaintances in the community, in business, in the school system, in state and local government. . . These are all valuable contacts. Consider all the material you have in your files and the places you can go to find more.

We would like to submit a Top-Notch resource for your consideration.

Oklahoma State Department of Education
Media Resource Center
2500 North Lincoln
Oklahoma City, OK 73105
(405) 521-3103

The State Department of Education offers an assortment of films and filmstrips for you to use on loan. There should be a copy of the Media Resource Center's catalogue with your school's media coordinator. If not, you can obtain one through the center. Since there is a great demand for some of the more popular materials, be sure to reserve them as far in advance as possible. They can be reserved either by mail or by phone. Remember to be considerate of others and return them to the center on time.

Some examples are:

"Why Study French," a filmstrip which is ideal in choosing a language for the first time.

"A Second Language: Your Key to Understanding," a film demonstrating the potential benefits to the individual who may study a foreign language. It includes a varied area of careers--business, industry, and international trade--and contains information concerning personal enrichment.

An assortment of booklets and brochures can be obtained from:

Oklahoma State Department of Education
Dr. Alfred Gage, Foreign Language Specialist
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
(405) 521-3361

Some examples of literature available through the State Department of Education are:

WHY FOREIGN LANGUAGE?

An information brochure which answers the most popular question--"Why Foreign Language?" There are impressive answers listed with each of the following statements:

1. For the improvement of scholastic skills
2. A plus for career
3. For personal enrichment

THE WORLD OF WORK

A booklet based on the survey of needs of the Oklahoma businessmen involved in international trade, and how the industries will be able to compete in the world wide marketplace by using the languages, habits, and customs of the specific nations. The survey. . .

1. Lists the desired career areas.
2. Shows the languages in demand.
3. Describes the degrees of language skills.
4. Explains the importance of a foreign language employment and/or advancement.

LANGUAGES--THE PLUS IN TODAY'S WORLD

A colorful and concise booklet of interviews expressing the need for Americans to acquire skills in foreign languages. These interviews were conducted with influential government and business personalities, such as:

1. Tom Kendall, Vice President of International Sales
   CMI CORPORATION
2. Ben Boddie, Vice President of Corporate Communications
   THE WILLIAMS COMPANIES
3. Howard Yeilding, Director of International Sales
   LOWRANCE ELECTRONICS
4. Henry Bellmon, former U. S. Senator
   U. S. SENATE
5. Dr. Roy Allen, Director, Center for Continuing Education
   Val Schott, Director of Admissions
   OKLAHOMA CHILDREN'S MEMORIAL HOSPITAL
6. Sgt. Tom Mundy, Spokesperson
   Police Chief Tom Heggy
   OKLAHOMA CITY POLICE DEPARTMENT

Marketing

HOW DO WE USE THESE STATE DEPARTMENT OF EDUCATION MATERIALS?

1. Educate co-workers
   - ** Make these booklets available to your administrators and discuss the facts.
   - ** Provide copies for the counselor's office and keep them informed of films that can be used.
   - ** Make copies for the "Teachers' Lounge" or put them in the teachers' mail boxes.
2. Create displays for students
   - ** Dress up your classroom bulletin board, periodically.
   - ** Decorate the school's bulletin board, when possible.
   - ** Make posters for Open House, Foreign Language Week, or other projects (they are reusable).
   - ** Print copies in the school newspaper.
3. Plan school activities and public functions
   - ** Present literature and posters before or during enrollment.
   - ** Visit classes to explain your program and its benefits to the eligible students.
   - ** Ask to be a part of the program for Career Night or invite a representative from a college or university. (See the Appendix for a list of willing guest speakers.)
   - ** Foreign Language Week--What a multitude of opportunities here! Plan activities (see the Appendix for ideas). Try to include administrators and teachers (do not forget elementary and middle schools), students, and community. Call on those in your community that are native speakers. They can help to plan the program and possibly participate.
   - ** Booths at public functions (County Fairs and Trade Shows). Plan skits, musical programs or plays, dress in costume, sell promotional material like bumper stickers, buttons, T-shirts, etc. (See Appendix for sources of these items.) Have samples of foods native to your particular language, display scrapbooks to review accomplishments and have hand-outs to show the benefits of a second or third language. This will allow you to make new contacts. SMILE, SPEAK OUT!!!!

4. Volunteer as a speaker

Through contacts with your local civic organizations, make yourself available to put on a program. YOU DO NOT HAVE TO BE A MEMBER OF TOASTMASTERS TO GIVE A GOOD PROGRAM!!

The local Chamber of Commerce usually has a list of organizations with meeting times and places. They may know the current organizational president or a member to contact. Some organizations have auxiliary groups such as the Jaycee-Jaynes. Gaining their support may mean help on projects of mutual interest.

Besides, with slides or a film as part of your topic, you can be a HIT! There is usually a program presented at each meeting. Meetings are mainly scheduled on a weekly or monthly basis. It will probably be a luncheon or dinner meeting, and you will very likely have a time-table. Most requests will be for programs of fifteen to thirty minutes. Try not to use a film or slide arrangement longer than ten to fifteen minutes. A typical format is:

1. Brief introduction
2. Speech, film, slides, or combination of these
3. Conclusion or CALL FOR SUPPORT
4. Question and answer period

** This is an excellent opportunity to hand out brochures on the importance of knowing a foreign language in order to improve career opportunities and competitive marketing. DO IT BEFORE THEY EAT!

** Remember to quote the FACTS accurately!

** Follow up on commitments and responses to unanswered questions immediately.

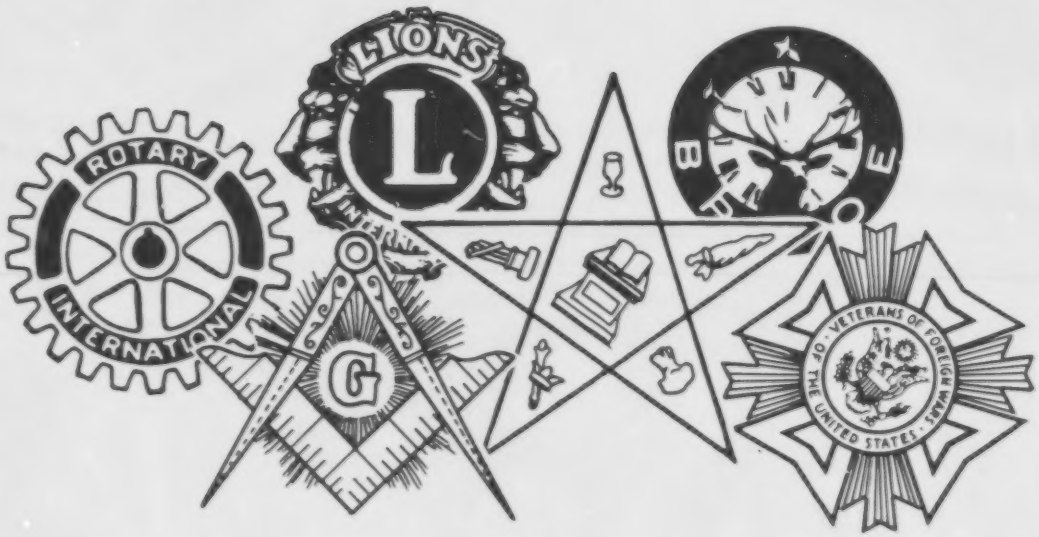
Some examples of suitable groups to target for your promotion are:

1. Civic organizations

   PTA - See on the following page
   Rotary - Foreign Student Exchange Program
   Chamber of Commerce - Youth and Education
   Lions - Sight and Youth
   Kiwanis - Youth and Education
   BPW - Business and Professional Women--Education
   Jaycees - Youth and Community
   AAUW - American Association of University Women--Education and Careers
   AMBUCS - American Businessmen Clubs--Education of Youth

2. Social Organizations--are many times benevolent towards Youth and Education

Elks	Eastern Star	Moose
VFW		Masons

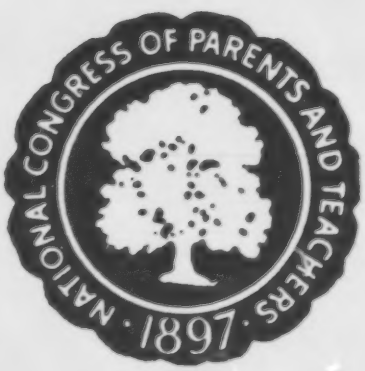


THE PARENT-TEACHER ASSOCIATION (PTA)

Because of the grass roots structure of the PTA, which is primarily concerned with education, its membership covers the entire cross-section of the community and generally has newsletter capabilities for disseminating information. Thus, the group can be utilized to both marketing and publicity. It will be necessary to meet with them for promotion and also to include them in your publicity campaign plans. For further information on the PTA, contact:

National PTA
700 North Rush Street
Chicago, IL 60611
1-800-621-4114

Oklahoma Congress of Parents and Teachers, Inc.
555 East Constitution Street
Norman, OK 73037
405-321-8111



The local organization is organized by parents and teachers with the leader being a parent, who, as president, works with the principal and teachers. Often local PTA units are employed for the purpose of fund raising; however, its goals present a different picture. As stated in the National Handbook, 1981-83:

1. To promote the welfare of children and youth in home, school, community, and place of worship.
2. To raise the standards of home life.
3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
5. To develop between educator and the general public such united efforts as will secure for all children and youth the highest advantage in physical, mental, social, and spiritual education.

Among PTA principles as adopted at the 1958 National PTA Convention and affirmed by the Board in 1962 is:

International Understanding

"We believe there is a continual need for citizen education that will clear up misconceptions and prejudice about other countries and their peoples, increase the understanding of international issues, and help shape the kind of world we want for all children and youth."

There is an International/Intercultural Relations Committee which embraces the development of programs and activities that:

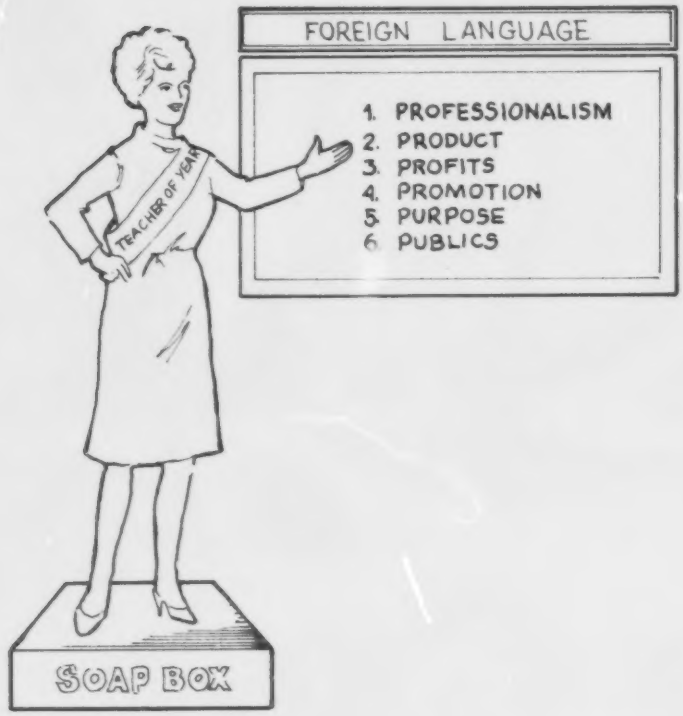
1. Foster understanding and appreciation of the diverse cultures within our own nation.
2. Assist in securing for all children the goal of enduring peace, and
3. Aid in destroying misconceptions and prejudices about people in other countries.

In dealing with professional business organizations and the public in general, ON A MARKETING BASIS, the foreign language teacher may wish to consider the following:

BE PROUD!!!!

BE ENTHUSIASTIC!!!!

BE TOTALLY COMMITTED TO YOUR PROGRAM!!!!



Publicity

NEWSPAPERS

Publicity should begin with the organization of your resources. Then the utilization of those available will cast a "spotlight" on your program. In this section we will provide guidelines for dealing with each type of media, provide forms for duplication, and list the media resources in the state of Oklahoma.

While radio and television are important sources of the news media, newspapers and magazines provide the most in-depth reporting. Newspapers offer the reader the greatest variety and greatest personal choice.

After making yourself familiar with your local media, call for an appointment with the editor of the local paper and the manager of the local radio and television stations. A successful interview with these decision makers will give you the greatest opportunities for good news coverage of your programs. If it is difficult to establish personal contact with the chief editor/manager, try to develop a good rapport with the reporter in charge of school news, entertainment, or other public service section.

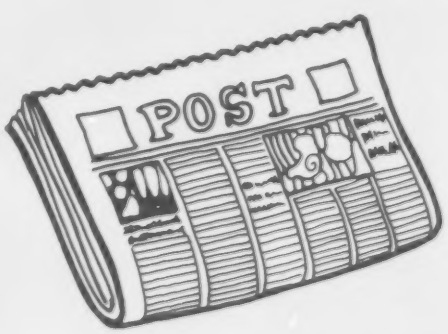
Compile a list for each media outlet which includes the following pertinent information:

** Days of the week on which the newspaper prints a calendar of local events (know their deadlines)

** Deadline for feature news story

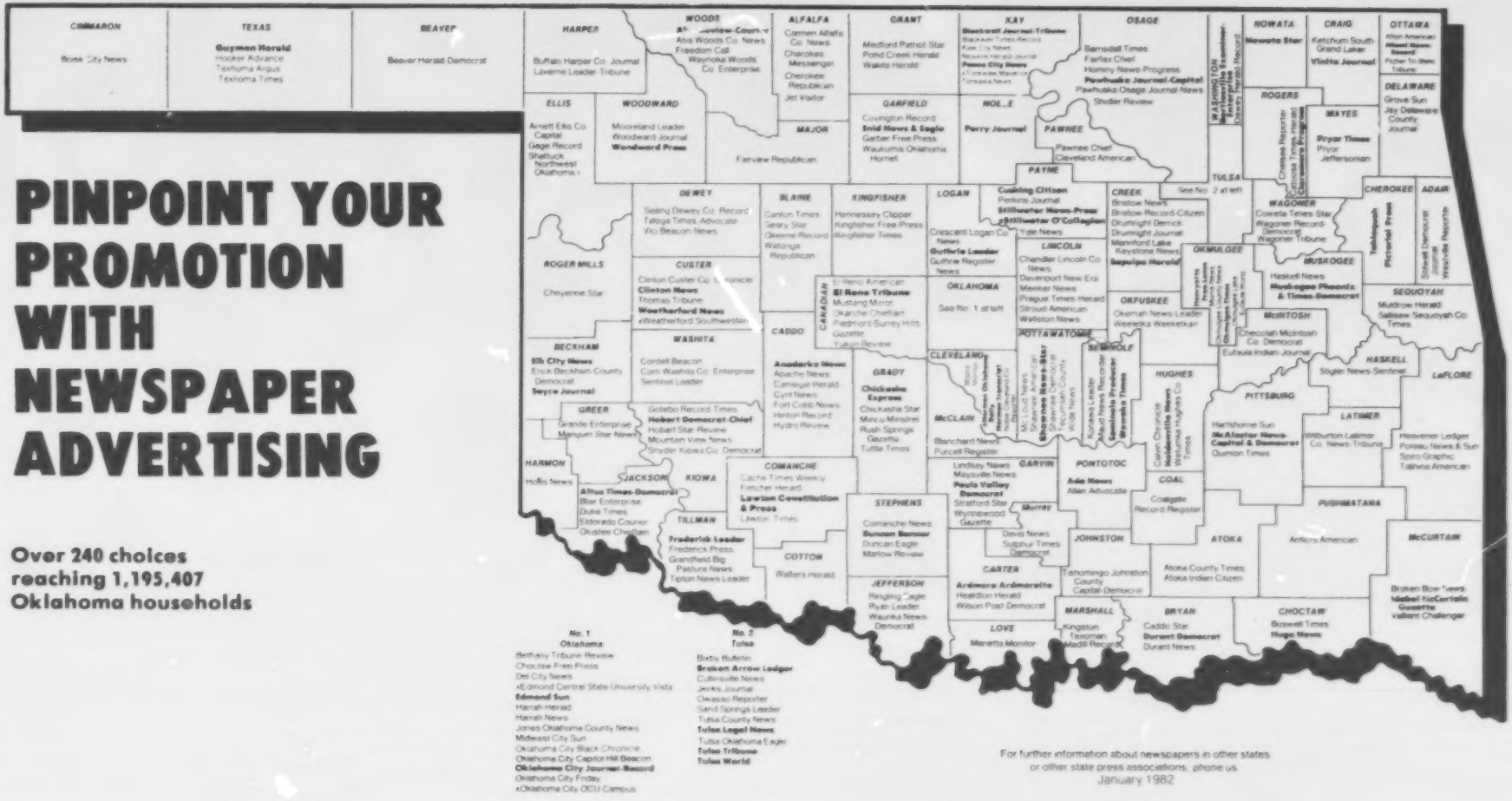
** Names of the various departmental writers and columnists and their phone numbers and addresses

** The same lists of information are necessary for radio and television stations, but in addition--determine names of persons involved in talk shows and local news.



OKLAHOMA NEWSPAPERS

Weeklies *Dailies*



PINPOINT YOUR PROMOTION WITH NEWSPAPER ADVERTISING

Over 240 choices reaching 1,195,407 Oklahoma households

No. 1 Oklahoma
Bethany Tribune-Review
Choctaw Free Press
Del City News
Edmond Central State University Vista
Edmond Sun
Harrah Herald
Harrah News
Jones Oklahoma County News
Midwest City Sun
Oklahoma City Black Chronicle
Oklahoma City Capitol Hill Beacon
Oklahoma City Journal-Record
Oklahoma City Findlay
Oklahoma City OCU Campus

No. 2 Tulsa
Bixby Bulletin
Broken Arrow Ledger
Cushing Citizen
Jenks Journal
Owasso Reporter
Sand Springs Leader
Tulsa County News
Tulsa Legal News
Tulsa Oklahoma Eagle
Tulsa Tribune
Tulsa World

For further information about newspapers in other states or other state press associations, phone us.
January 1982

OKLAHOMA PRESS SERVICE INC.

(Over for list of newspapers by county)

AN AFFILIATE OF THE OKLAHOMA PRESS ASSOCIATION

SUGGESTED NEWS RELEASE

For further information contact: For release_____
(Insert date)

_____
(Your name and phone number)

Date release was written:

_____

Title of Event:

_____

WHO:

WHAT:

WHEN:

WHERE:

WHY:

HOW:

ADVANCE NEWS RELEASE

An advance news release should be made available to: the editor of all newspapers, news magazines, teacher periodicals, and internal publications of organizations and businesses in your community and your local radio and TV station news room.

If your program plans are knows far enough ahead, releases can be issued a week apart. For the second release, the story should be opened with a snappy paragraph about some particular area or addition to the program.

COVERAGE OF THE EVENT

A day before the event, the City Editors and Education Editors should be called on the phone, reminded of the event, and invited to cover the activity.

ROUNDUP RELEASE

If the press shows up, fine, but a roundup release should be written on the spot and sent soon afterwards to the newspapers in the area that did not send reporters.

If pictures are taken of the event, send several glossies, with proper captions, along with each release forwarded to the City Editor.

You may wish to involve students as messengers to deliver the releases in person to the stations and newspapers. In addition, we have provided reproducible Certificates of Appreciation in the Appendix which you can use to show your gratitude to those who have been helpful in assisting you.

THE FEATURE ARTICLE

Newspapers do feature around an idea, but the idea should be tied to a personality, preferably someone colorful and articulate.

For Foreign Language Day, newspapers should be contacted at least ten days before the event. The day itself is the news hook, the reason for doing a feature. Tie it to:

** an incident in which a person was able to use the knowledge of a foreign language to communicate in an unusual and newsworthy situation--preventing an accident, providing a service to the community.

** someone who has done unusual research into the origin or use of the language.

** a successful, innovative foreign language program.

** a Foreign Language performance.

If you have arranged for celebrity entertainment or distinguished speakers, your feature material can be written about them.

THE ARRANGEMENTS

Call the newspaper and ask for the City Desk. Tell the City Editor or his/her assistant that you want to place a feature around Foreign Language Day and to determine if a feature writer is available to listen to your idea.

If the reporter does not immediately react to your suggestions, write two paragraphs describing the story and attach a brief biography of the personality you are planning to have interviewed. Send it to the reporter and check to make sure the outline was received and ask if there will be time to do your feature.

THE INTERVIEW

Because you set up the appointment, you should meet the reporter and be present during the interview, if possible. This guarantees that the important information gets through. Do not present the reporter with too much information; he/she is mainly interested in getting a good feature.

Additional items to be included in a professional news release are as such:

1. Besides the five W's (who, what, when, where, why), you may find it necessary to answer HOW?

2. Type the information or print neatly.

3. Use a Cover Letter. It should be short, concise, and contain an explanation of the news release plus background information--including the subject of the story, the person to contact for further information, and their phone number.

4. Include a page titled Editor's Note which names people involved along with personal information on each such as parents, birthplace, if different, and cross-references.

5. Remember to underline or highlight names of local interest.

6. Don't use unnecessary adjectives.

7. Mark the spelling of an unusual name by the symbol cq to indicate that the spelling is correct.

8. Write the name of the person to contact for further information, their phone number, and the subject of the article on any additional pages of the news release.

9. When of critical importance to your program, do not assign a release to a student. DO IT YOURSELF!!!

10. MOST IMPORTANT---Proofread for Errrorrrs.

A PICTURE IS WORTH . . .

If you wish to include photographs with your release, check with the reporter to see whether or not they can send a photographer to take pictures. Determine how much NOTICE is necessary--2 to 3 days, a week? Some newspapers develop 35mm-400 ASA film to accompany a narrative if you have someone to take quality photographs through your school's resources. If you do submit a photo, it must be black and white and usually 5 x 7 to be distinct. Most papers will not accept instant prints (such as Polaroid shots). Should you desire to have the picture returned, it is best to include a self-addressed, stamped envelope. USE ORIGINALITY IN PHOTOGRAPHY. Action shots or people in costume are eye-catching.

MAGAZINES

Two periodicals interested in your stories and calendar of events are the OFLTA Newsletter and the Oklahoma Monthly. The address of the OFLTA Newsletter is:

Jean Spears, Editor
Oklahoma Foreign Language Teachers' Association Newsletter
P. O. Box 45208
Tulsa, OK 74145

(Copy deadlines are September 10 and April 1. Send items of interest and picture.)

The Oklahoma Monthly (now a bi-monthly) will list your calendar of events and accept some articles.

Contact:

Sue Blakey, Editor
Oklahoma Monthly
2727 East 21st
Suite 604
Tulsa, OK 74114
(918-743-4936)

For the calendar of events:

1. The events must be open to the public
2. You must meet the deadline--a minimum of eight weeks prior to publication
3. You should cover the five W's--who, what, when, where (be sure to include the city), why

For an article:

1. Same as for calendar of events
2. Write more details
3. Send a 5 x 7 glossy--black and white pictures, when possible

See the following magazine list for possible additional sources.

Oklahoma Magazines

The Big Eight Football Magazine
P. O. Box 20688
Oklahoma City, 73156
(405) 364-1050
Annual Circ. 85,000 $3.95/issue

C. B. Magazine
112 W. Robinson
Norman, 73069
(405) 360-6530
Monthly Circ. 85,000 $12/yr.

The Downtowner
P. O. Box 26826
Oklahoma City, 73126
(405) 799-8741
Weekly Circ. 10,000 Free
Don Rice, Editor

Enid Pictorial Mail
P. O. Box 1294
Enid, 73701
(405) 234-8399
Monthly Circ. 10,000
Logan Monsees, Publisher

Military Collectors News
P. O. Box 74105
(918) 743-6048
Monthly Circ. 20,000 $7.50/yr.
Jack Britton, Editor

Oil and Gas Journal
P. O. Box 1260
Tulsa, 74101
(918) 835-3161
Weekly Circ. 56,000 $24/yr.
J. B. Avants, Editor

Oklahoma Business
5100 N. Brookline
Oklahoma City, 73112
(405) 943-3006
Monthly Circ. 10,000 $12/yr.
James P. Ulman, Editor & Publisher

Oklahoma Farmer/Stockman
P. O. Box 25125
Oklahoma City, 73125
(405) 232-3311
Monthly Circ. 225,000 $4/yr.
Ernest Shiner, Editor

Oklahoma Monthly
5500 N. Lincoln
Oklahoma City, 73105
(405) 521-1152
Monthly Circ. 35,000 $1/yr.
David Fritze, Editor
Alex Resnick, Publisher

Oklahoma Retailer
4500 N. Sewell, Room 12
Oklahoma City, 73118
(405) 528-0903
Monthly Circ. 6,700 $10/yr.
Fred Singleton, Publisher

Rodeo News
P. O. Box 587
Pauls Valley, 73075
(405) 238-3310
Monthly Circ. 11,500 $12/yr.
Chuck Smith, Editor & Publisher

Tulsa Home and Garden
5272 South Lewis Avenue
Tulsa, 74105
(918) 747-2529
Monthly Circ. 8,000 $14/yr.
Nancy Ingram, Editor

The Tulsalite
5523 East Skelly Drive
Tulsa, 74135
(918) 664-5524
Monthly Circ. 6,500 $15/yr
Mary Margaret Fallis, Editor

Organizational Publications

Best Years
P. O. Box 26245
Oklahoma City, 73126
(405) 799-8741
Quarterly Circ. 80,000
National Association of
Mature People
Edelgard E. Hatfield, Editor

bishinik
P. O. Drawer 1201
Durant, 74701
Monthly Circ. 18,000
Choctaw Nation of Oklahoma
Len Green, Editor

Capitol Letter
400 N. W. 23rd
Oklahoma City, 73103
(405) 525-7734
Bi-monthly Circ. 450
League of Women Voters
Ava Wheaton, Editor

Central Rural News
P. O. Box 665
Perkins, 74059
(405) 547-2882
Monthly Circ. 8,000
Central Rural Electric
Cooperative
Robert L. Evans, Editor

Cherokee Advocate (tabloid news)
P. O. Box 948
Tahlequah, 74464
(918) 456-0671
Monthly Circ. 5,000
Cherokee Nation of Oklahoma
Dan Garber, Editor

The Choral Journal
P. O. Box 5310
Lawton, 73504
(405) 355-8161
9 times/yr. Circ. 10,700
The American Choral
Directors Assn.
H. Judson Troop, Editor

The Chronicles of Oklahoma
Historical Building
Oklahoma City, 73105
(405) 521-2491
Quarterly Circ. 3,300
Oklahoma Historical Society
Bob L. Blackburn, Editor

Common Cause of Oklahoma
3217 N. W. 69th
Oklahoma City, 73116
(405) 528-2835
Quarterly Circ. 1,000
Oklahoma Common Cause
Jane E. Reynolds, Editor

Country Living
P. O. Drawer 1178
Okmulgee, 74447
(918) 756-0833
Monthly (except Aug.)
Circ. 18,000
East Central Electric
Cooperative
Mike Wharton, Editor

Future
P. O. Box 7
Tulsa, 74121
(918) 584-2481
Bi-monthly Circ. 380,000
U. S. Jaycees
Steve Coury, Editor

The Gilcrease
1400 N. 25th West Avenue
Tulsa, 74127
(918) 581-5311
Quarterly Circ. 3,500
Thomas Gilcrease Museum Assn.
William J. Butler, Editor

INFO
400 Civic Center
Tulsa, 74103
(918) 518-5211
Monthly Circ. 1,100
Tulsa City/County Library
Craig Buthod, Editor

Mistletoe Leaves
Oklahoma Historical Bldg.
Oklahoma City, 73105
(405) 521-2491
Monthly Circ. 5,000
Oklahoma Historical Society
Jack Wettengel, Editor

Muscogee Nation News
Highway 75 S. at Loop 56
P. O. Box 1114
Okmulgee, 74447
(918) 756-8700
Monthly Circ. 5,800
Creek Nation of Oklahoma
Hellen Bennett, Editor

Nimrod
2200 S. Main
Tulsa, 74114
(918) 583-5794
Arts & Humanities Council of Tulsa
Francine Ringold, Editor

ODL Source
200 N. E. 18th
Oklahoma City, 73105
(405) 521-2502
Monthly Circ. 3,300
Oklahoma Dept. of Libraries
Marilyn Vesely &
Doris Cornell, Editors

Odyssey
P. O. Box 14190
Oklahoma City, 73113
(405) 848-8501
Monthly Circ. 33,000
Oklahoma Educational
Television Authority
Frank Barnes, Editor

Oklahoma
One Santa Fe Plaza
Oklahoma City, 73102
(405) 232-6381
Bi-monthly Circ. 4,900
Oklahoma City Chamber
of Commerce
Clayton Anderson, Editor

Oklahoma Cities and Towns
201 N. E. 23rd
Oklahoma City, 73105
(405) 528-7515
Bi-weekly Circ. 2,000
Oklahoma Municipal League
Donald C. Rider, Editor

Oklahoma Educator
2500 N. Lincoln, Room 332
Oklahoma City, 73105
(405) 521-3331
8 times/yr. Circ. 41,000
State Department of Education
Jack Craddock, Editor

Oklahoma Farm Bureau Farmer
P. O. Box 53332
Oklahoma City, 73152
(405) 523-2300
Monthly Circ. 80,300
Oklahoma Farm Bureau
Steve Paris, Editor

Oklahoma Heritage
201 N. W. 14th
Oklahoma City, 73103
(405) 235-4458
Monthly Circ. 2,600
Oklahoma Heritage Assn.
Dr. Kenny A. Franks

Oklahoma Higher Education Report
500 Education Building
State Capitol Complex
Oklahoma City, 73105
(405) 521-2444
11 times/yr. Circ. 7,500
Oklahoma State Regents for
Higher Education
David Blakeman, Editor

The Oklahoma Legionnaire
P. O. Box 53037
Oklahoma City, 73152
(405) 525-3511
Monthly Circ. 40,000
The American Legion of Oklahoma
C. J. Wright, Editor

Oklahoma Lifestyles
111 N. W. 23rd, Suite 6
Oklahoma City, 73103
(405) 528-7844
Monthly
Combined Creative Groups, Inc.
I. J. Sims, Editor & Publisher

Oklahoma Lion
4123 N. W. 10th
Oklahoma City, 73107
(405) 947-6540
Bi-monthly Circ. 11,000
International Lions Club of Oklahoma
Odell Beck, Editor

Oklahoma Mason
P. O. Box 220
Guthrie, 73044
(405) 282-2025
Monthly Circ. 65,000
Grand Lodge, A.F. & A.M.
Calvin E. Selmon, Editor

Oklahoma Now
P. O. Box 53424
Oklahoma City, 73152
(405) 521-2182
Bi-monthly Circ. 17,000
Oklahoma Dept. of Industrial
Development
Carol Miller, Editor

The Oklahoma Odd Fellow
P. O. Box 683
Kingfisher, 73750
(405) 375-4254
9 times/yr. Circ. 6,2-0
Independent Order of Odd Fellows
& Rebekahs
Dora L. Gillilan, Editor

Oklahoma Rural News
P. O. Box 11047
Oklahoma City, 73136
(405) 478-1455
Monthly Circ. 194,021
Oklahoma Rural Electric
Cooperative
Vernon Kouts, Editor

Persimmon Hill
1700 N. E. 63rd
Oklahoma City, 73111
(405) 478-2250
Quarterly Circ. 21,000
National Cowboy Hall of Fame
Dean Krakel, Editor

Oklahoma Teacher
P. O. Box 18485
Oklahoma City, 73154
(405) 528-7785
Monthly Circ. 40,000
Oklahoma Education Association

Oklahoma Today
502 Will Rogers Building
Oklahoma City, 73105
(405) 521-2496
Quarterly Circ. 32,000
Oklahoma Recreation &
Tourism Department
Mrs. Sue Carter, Editor

Sage Age (tabloid news)
P. O. Box 1474
Oklahoma City, 73101
(405) 236-2426
Monthly Circ. 16,500
Areawide Aging Agency
Carol McLaren, Editor

Senior Oklahomans
P. O. Box 25352
Oklahoma City, 73125
(405) 521-3518
Quarterly Circ. 4,500
Department of Human Services
Roy Keen, Editor

Sooner Jaycee
P. O. Box 6555
Moore, 73153
(405) 794-6673
Bi-monthly Circ. 8,000
Oklahoma Jaycees
Bill Burns, Editor

Tulsa
616 S. Boston
Tulsa, 74119
(918) 585-1201
Monthly Circ. 22,000
Tulsa Chamber of Commerce
Susan Blakey, Editor

RADIO

Thanks to the transistor, radios have become standard equipment in most households and cars.

Check the index of Radio and TV stations. If your community does not have one, check into neighboring towns. All of Oklahoma is served by radio.

This voice media gives you three options for presenting your program to a cross-section of the public.

1. Public Service Time

   ** Most stations have a particular time set aside for Public Service Announcements (PSA) on a daily basis.

   ** Each station provides the Federal Communications Commission (FCC) with a statement of how much public service time they will give to the public when they renew their license, as required by law.

   ** To utilize public service time:
      a. Submit a typed article with no commercial content to the proper contact.
      b. Answer the five W's

2. Public Affairs Time

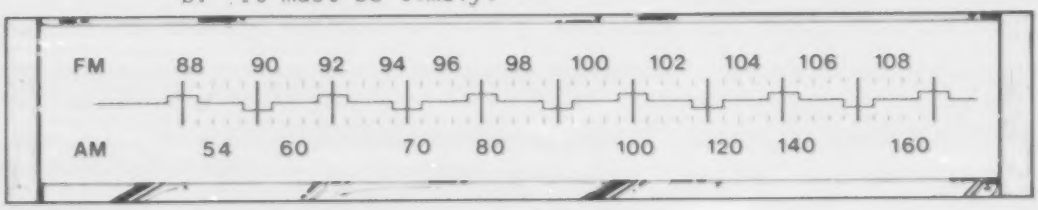
   ** This show appeals to the public and is usually scheduled for a regular interval such as once a week.

   ** This program often reports on the current happenings and activities in the community. They will INTERVIEW!!!

   ** The "Roving Reporter" or "School Activities Report" are examples of this type of programming.

3. Newscast

   ** Contact the news-director for coverage of outstanding events.
      a. You must provide typed release.
      b. It must be timely.



TELEVISION

Television stations and cable TV stations are located in many Oklahoma communities. Their programs reach wide audiences. However, the cost involved in producing such programs are sometimes prohibitive for public service type formats. This problem of cost may not be insurmountable, if you have additional resources.

In order to determine feasibility and cost, consider the following:

1. Outline your ideas and write a short script. (See Appendix for an example.)
2. Contact the local station's Public Service or News Director. Ask their advice on feasibility, requirements and categories of programming.
3. Check the facilities.
   Video tape or film preferred?
   Size of tape or type of film?
   Production facilities--cameras, recorders, and mikes?
   Length of tape preferred?
   Who produces?

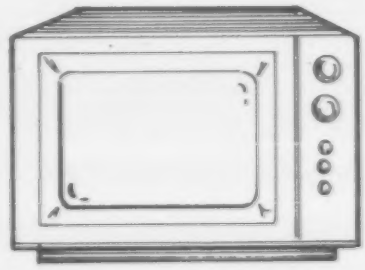
** Film--developed by long extensive process, may take days.
Video--can be instantly accessed on a monitor after shooting.

** Film--less expensive, cameras, projectors, and screens are the necessary equipment. Costs are under $1,000.
Video--more expensive, total set up under $2,000.

** Film--can be used only once. It is not erasable.
Video--can be used many times; but can be accidentally erased.

** Film--16mm film cost $10 for 100 feet and then developed for $10.
Video--10-minute tape for $14 and 15-minute tape for $14.

** Film--no standard size (8mm, 16mm, super-8, 35mm) and all require different projectors.
Video--1/4", 1/2", 3/4", 1", 2" and all require different recorders and playback units.



4. Be realistic! The time slot when it is shown may not be the best for promoting your product. The most favorable response will very likely be through local cablevision stations.

** Your material once produced may not be aired by a broadcasting station because of limitations of times optioned for broadcasting Public Service Announcements (PSA). This may be determined by the size of the station.

** The length of PSAs vary--10, 15, 20, 30, and 60 seconds. THE MOST COMMON ARE THOSE OF 10, 15, and 20 seconds. Tapes of 60 seconds length would rarely be used. The reason for this is the procedure for using PSA material established by the individual station. In some instances the material is placed in a computer accessed "Tape "Wheel." Then when the time slots are open between programs, the wheel is accessed for a tape of appropriate time length.

** Most stations receive more PSAs than they are able to play. Check with your local station regarding this problem.

5. Examine the broad possibilities.

a. Broadcasting stations

** Some broadcasting stations, such as KOCO-TV, KTVY-TV, and KWTV prefer a slide or two of good quality with a cover news release or script so they may produce their own video tape.

b. Cable TV stations

** In some areas they have all the necessary facilities--video tape machine, camera, lighting, and the essential space to tape--where you may produce your own tape. Some will help with the production. In most instances you must provide the video tape.

c. School-provided accommodations

** Some schools have the option of using their own equipment. It is suggested that you receive some assistance in the production of the tape in order for it to look as professional as possible.

** Utilize the media coordinator, librarian, speech and drama teachers, or whoever is in charge of the equipment.

** Contact your nearest institution of higher learning for information and classes.

** OU offers intersession classes over production.

** Oklahoma City University offers "Saturday Semester"--which covers production, camera, equipment used for recording.

** For additional information concerning production or classes on production, contact:

** Lisa Portwood
Coordinator of Televised Instruction
Instructional Service Center
820 Van Vleet Oval--OU
Norman, OK 73019

** International Television Association (ITA)
26 South Street
New Providence, NJ 07974

** Obtain a list of members from this organization. Members may be additional sources for consultation and actually help in filming.

Notes of Interest and the FCC

Promotional NOTE:
When contacting PSA Director for advice, be tactful and encourage their help. DO NOT CITE FCC RULES OR MAKE DEMANDS. By being personable in correspondence, but concise, you may realize more attention from these contacts than from an aggressive posture. Also, when informing them of an upcoming activity like a concert, play, or dinner skit, include an invitation or two tickets.

The FCC
The FCC's basic programming policy statement identifies 14 categories of programming:

* Opportunity for local expression
* Development and use of local talent
* Programs for children
* Religious programs
* Educational programs
* Public affairs programs
* Editorialization by licensee
* Political broadcast
* Agricultural programs
* News programs
* Weather and market report
* Sports programs
* Service to minority groups
* Entertainment programs

A station should offer as many types of programs as are required for the needs, desires, and interests of the community in which the station is located.

While the FCC does not require the station to offer a certain percentage of programming in any of these categories, the commission has stated that a station must offer a balanced program schedule that meets the needs and interests of all substantial groups.

State License renewal forms must specifically include:

1. Lists of proposed programs designed to respond to community needs and interests.
2. Lists of past programs broadcast to fulfill community needs and interests.
3. News staff and program times for local and regional news.
4. Past and proposed program format.
5. Evaluation of station contribution to overall diversity of program service available in your community.
6. Number of PSA broadcast weekly.
7. Network affiliation.
8. Time and percentage of programming in news, PSA and other programming (excluding entertainment and sports).

These forms are on record for all viewers to evaluate on request.

The following listing of Oklahoma Radio and TV stations should be useful in planning a public relations drive.

Radio and Television Stations

Ada
KADA (AM)
1019 N. Broadway
P. O. Box 609, 74820
(405) 332-1212
Bill Huddleston, Gen. Mgr.
Mike Hall, News Dir.

KTEN (FM)
1600 N. Arlington Blvd.
P. O. Box 10, 74820
(405) 332-3311
Bill Hoover, Gen. Mgr.
Paul Overton, Jr. News Dir.

KTEN (TV)
1600 N. Arlington Blvd.
P. O. Box 10, 74820
(405) 332-3311
Bill Hoover, Gen. Mgr.
Tony Stiz[illegible]a, News Dir.

Altus
KWHW (AM & FM)
212 W. Cypress
P. O. Box 577, 73521
(405) 482-1450
George Wilburn, Gen. Mgr.
Keith Dobson, News Dir.

Alva
KALV (AM)
North of City
P. O. Box 843, 73717
(405) 327-1430
Lynn Martin, Gen. Mgr.
Karen Moran, News Dir.

Anadarko
KRPT (AM & FM)
115 W. Broadway
P. O. Box 969, 73005
(405) 247-6682
G. Harold Wright, Jr. Gen. Mgr.
J. R. Carr, News Dir.

Ardmore
KKAJ (FM)
1706 McLish
P. O. Box 488, 73401
(405) 226-0421
Harold McEwen, Owner
Maxine Sanford, Gen. Mgr.
Robert Bust, News Dir.

KRRO (FM)
P. O. Box 2300, 73401
(405) 226-2057
Don Turner, Gen. Mgr.

KVSO (AM)
Ardmoreite Building
P. O. Box 429, 73401
(405) 223-3030
Jim Fischer, Gen. Mgr.
Mike Troy, News Dir.

KXII (TV)
P. O. Box 1449, 73401
(405) 223-0946
Rich Adams, Gen. Mgr.
Jim Phipps, Office Mgr.

Ateba
KEOR (AM)
N. W. of City
P. O. Box 1110, 74525
(405) 889-3392
Richard Blankenship, Oper. Mgr.

Bartlesville
KWON (AM)
Old Highway 123
P. O. Box 1215, 74003
(918) 336-1400
Herb Remick, Gen. Mgr.
Jim Ford, News Dir.

KYFM (FM)
1200 S. E. Frank Phillips Blvd.
P. O. Box 1100, 74003
(198) 336-1001
Fred Thompson, Gen. Mgr.
Tom Hauser, News Dir.

Blackwell
KLTR (AM)
N. E. of City
P. O. Box 70, 74631
(405) 363-4567
Alberta Dooley, Stat. Mgr.

Bristow
KREK (FM)
116 W. 12th
P. O. Box 1280, 7401
(918) 367-5501
Clifford Smith, Gen. Mgr.

Cheyenne
KWET (TV)
(Receiver station for KETA-TV
Okla. City)

Chickasha
KWCO (AM)
500 Country Club Road
P. O. Box 1268, 73018
(405) 224-1560
Charlie Jones, Gen. Mgr.
Bill Maddox, News Dir.

KXXK (FM)
500 Country Club Road
P. O. Box 770, 73018
(405) 224-1560
Charlie Jones, Gen. Mgr.
Bill Maddox, News Dir.

Claremore
KWPR (AM)
615 W. Ramm Road
P. O. Box 1147, 74017
(918) 341-1283 or 342-1270
Mike Warren, Gen. Mgr.

Clinton
KCLI (FM)
104 S. 7th
P. O. Box 728, 73601
(405) 323-1953
Bill Coleman, Gen. Mgr.

KKCC (AM & FM)
Neptune Park
P. O. Box 680, 73601
(405) 323-0617
Mark McAtee, Gen. Mgr.

Cushing
KUSH (AM)
Highway 33, East of City
P. O. Box 791, 74023
(918) 225-0922
Don Kelly, Gen. Mgr.

Duncan
KRHD (AM & FM)
1701 Pine, 73533
(405) 255-1350
Mike McColloch, Gen. Mgr.
Steve Lewis, Program Dir.

Durant
KHIB (FM)
Choctaw Towers
SEOSU Campus, 74701
(405) 924-0121 Ext. 346
Ben A. Campbell, Gen. Mgr.

KSEO (AM & FM)
Radio Road, West of City
P. O. Box 190, 74701
(405) 924-3100
Glen Burke, Gen. Mgr.
John Rhoades, News Dir.

Edmond
KCSC (FM)
100 N. University Drive, 73034
(405) 341-2980 Ext. 414
Dr. Mike Dunn, Gen. Mgr.
Debi Affentranger, News Dir.

KOKF (FM)
3317 S. Wynn
P. O. Box 1328, 73034
(405) 348-3410
Jim Dawson, Gen. Mgr.
Scott Lane, Program Dir.

KKLR (FM)
700 South Kelly, 73034
(405) 348-9898
Roger Linsey, Gen. Mgr.
Dawn Behrens, News Dir.

El Reno
KCAN (FM)
Highway 66 East
P. O. Box 1460, 73036
(405) 262-4248
Robert Clark, Gen. Partner

Elk City
KADS (AM)
2208 W. Third
P. O. Box 949, 73644
(405) 225-3333
Joe Tilton, Gen. Mgr.
Pat Brierton, News Dir.

Enid
KCRC (AM)
316 E. Willow
P. O, Box 1390 73701
(405) 237-1390
Pat Murphy, Stat. Mgr.
& News Dir.

KGWA (AM)
300 N. Van Buren
P. O. Box 960 73701
(405) 234-4751
Allan Page, Gen. Mgr.
Tom Holland, News Dir.

KNID (FM)
316 E. Willow
P. O. Box 952, 73701
(405) 237-5643
Dennis Spence, Stat. Mgr.
& News Dir.

Eufaula
KCES (FM)
Route 4, Box 1290, 74432
(918) 689-3663
Harmon Davis, Gen. Mgr.
Clark Davis, News Dir.

KOET (TV)
(Receiver station for KETA-TV
Okla. City)

Frederick
KTAT (AM)
102 E. Grand
P. O. Drawer B, 73542
(405) 335-5555
Dale Jimison, Gen. Mgr.
Jim Andrew, News Dir.

Goodwell
KPSU (FM)
Panhandle State University, 73939
(405) 349-2414
Russell Guthrie, Gen. Mgr.

Guthrie
KOKC (AM)
N. E. of City
P. O. Box 1490, 73044
(405) 282-5005
Keith Humphries, Gen. Mgr.

Grove
KCTE (AM)
Box FM99, 74344
(918) 786-2211

KGVE (FM)
Box FM99, 74344
(918) 786-2211

Guymon
KGYN (AM)
2300 N. Lelia
P. O. Box 130, 73942
(405) 338-6533
T. M. Rayburn, Jr. Pres.
& Gen. Mgr.

Henryetta
KGCG (AM & FM)
1-40 and Highway 75
P. O. Box 969, 74437
(918) 652-3308
John W. Forrester, Gen. Mgr.
John A. Arnold, News Dir.

Hobart
KQTZ (FM)
316 E. 11th
P. O. Box 311, 73651
(405) 726-2222
A. R. Fuchs, Gen. Mgr.
Paul Shields, News Dir.

KTJS (AM)
316 E. 11th
P. O. Box 311, 73651
(405) 726-5656
Al Fuchs, Gen. Mgr.
Paul Shields, News Dir.

Holdenville
KVYL (AM)
South of City
Route 3, 74848
(405) 379-2370
Victor Pryor, Jr. Gen. Mgr.
& News Dir.

Hugo
KIHN (AM)
East of City
P. O. Box 430, 74743
(405) 326-6411
Leeta M. Henson, Gen Mgr.
& News Dir.

Idabel
KBEL (AM)
Jumper Memorial Bypass
P. O. Box 418, 74745
(405) 286-3092
Bryan Clay, Gen. Mgr.
Cathy Milam, News Dir.

KWDG (FM)
Jumper Memorial Bypass
P. O. Box 418, 74745
(405) 286-3092
Bryan Clay, Gen. Mgr.
Cathy Milam, News Dir.

Langston
KALU (FM)
P. O. Box 837, 73050
(405) 466-2314
Lester LeSure, Gen. Mgr.
Phil Smith, News Dir.

Lawton
KCCO (AM)
1525 S. Flower Mound Road
P. O. Box 1050, 73502
(405) 355-1050
Glen D. Givens, Gen. Mgr.
Craig Downing, News Dir.

KLAW (FM)
318 Security Bank Bldg, 73501
(405) 357-2860
Bill Shoemate, Gen. Mgr.
Tweed Scott, P.D.
Glenn Boyer, News Dir.

KRLG (FM)
1523 S. Flower Mound Road
P. O. Box 1098, 73502
(405) 355-0098
Glen D. Givins, Gen. Mgr.
Craig Downing, News Dir.

KSWO (AM)
Box 709, 73502
(405) 355-7000

KSWO (TV)
State Highway 7 East
P. O. Box 708, 73502
(405) 355-7000
Larry Patton, Gen. Mgr.
Lisa John, News Dir.

Madill
KMAD (AM)
Highway 70 North
P. O. Box 576, 73446
(405) 795-2345
Glenn E. Corbin, Gen. Mgr.
Pat Corbin, News Dir.

McAlester
KNED (AM & FM)
N. E. of City on Electric St.
P. O. Box 1068, 74501
(918) 423-1460
Francis Stipe, Gen. Mgr.
Lee Anderson, News Dir.

KTMC (AM)
2020 North "A" Avenue
P. O. Box 848, 74501
(918) 423-1400
Ed Montray, Gen. Mgr.
Larry Hoefling, News Dir.

Miami
KGLC (AM)
Professional Bldg. Room 410
P. O, Box 511, 74354
(918) 542-1818
Jay Smith, Pres.
David G. Stern, Gen. Mgr.

KORS (FM)
Professional Bldg. Room 410
P. O. Box 511, 74354
(918) 542-1818
Jay Smith, Pres.
David G. Stern, Gen. Mgr.

Midwest City
KRMC (AM)
3336 S. E. 67th, 73149
(405) 672-5577
Ted Baze, Gen. Mgr.

Muskogee
KBIX (AM)
7 E. Shawnee
P. O. Box 1229, 74401
(918) 682-1331
Richard S. Embody, Gen. Mgr.
Greg Mashburn, News Dir.

KMUS (AM)
P. O. Box 1269, 74401
(918) 682-2488
Rick Parrish, Gen. Mgr.

KMMM (FM)
S. 24th and Highway 64 Cutoff
P. O. Box 36, 74401
(918) 683-3462
Daniel E. Wolff, Gen. Mgr.

Norman
KGOU (FM)
780 Van Vleet Oval, 73019
(405) 325-3388
Joe Foote, Gen. Mgr.
Kathy Billings, News Dir.

KNOR (AM)
2020 Alameda
P. O. Box 500, 73070
(405) 321-1400
Frank J. Sims, Gen. Mgr.
Nancy Kolb, News Dir.

WNAD (AM)
4000 W. Indian Hills Road, 73069
(405) 329-0640
Ben Buckland, Gen. Mgr.
Tim Russell, News Dir.

Nowata
KNFB (FM)
702 S. Cedar, 74048
(918) 273-0620
Dwight Carver, Gen. Mgr.
& News Dir.

Oklahoma City
KAEZ (FM)
4240 N. E. 23rd
P. O. Box 11333, 73136
(405) 424-3376
James Miller, Gen. Mgr.
Marvin Alexander, News Dir.

KAUT (TV)
11901 N. Eastern Avenue
P. O. Box 14843, 73113
(405) 478-4300
Jerry Birdwell, Gen. Mgr.
Chris Davala, News Dir.

KBYE (AM)
2333 E. Britton Road
P. O. Box 20700, 73156
(405) 478-2100
Roger Logan, Gen. Mgr.
& News Dir.

KEBC (FM)
5101 S. Shields
P. O. Box 94580, 73143
(405) 631-7501
Donald Hodges, Gen. Mgr.
Kelvin Lynch, News Dir.

KETA (TV) (OETA)
7403 N. Kelley Avenue
P. O. Box 14190, 73113
(405) 848-8501
Robert Allen, Gen. Mgr.
Tom Gilmore, News Dir.

KGMC (TV)
1501 N. E. 85th
P. O. Box 14587, 73113
(405) 478-3434
Ted Baze, Gen. Mgr.

KJIL (FM)
2380 N. MacArthur, 73127
(405) 789-7746
Thomas L. Harrison, Stat. Mgr.

KKNG (FM)
110 N. E. 48th, 73105
(405) 525-5595
Don Berndt, II, Gen. Mgr.
Steve White, Oper. Dir.

KLNK (FM)
7301 N. Bdwy. Ext.,
Suite 99, 73116
(405) 848-6823
Bill Davis, Gen. Mgr.
Miriam Armstrong, News Dir.

KLTE (FM)
2814 Quail Plaza Drive, 73120
(405) 755-5583
Ken Dowe, Gen. Mgr.

KOCC (FM)
Route 1, Box 141
(405) 478-1680
David Lowry, Faculty Sponsor
Gary Brock, News Dir.

KOCO (TV)
1300 E. Britton Road
P. O.Box 14555, 73113
(405) 478-3000
Al Parsons, Gen. Mgr.
Mike Youngren, News Dir.

KOCY (AM)
101 N. E. 28th St., 73105
(405) 528-5543
Ron Bonebrake, Gen. Mgr.
James Banzer, News Dir.

KOFM (FM)
1200 E. Britton Road
P. O. Box 14806, 73113
(405) 478-6444
Dave Frieden, Gen. Mgr.
Ron Williams, News Dir.

KOKH (TV)
1228 E. Wilshire
(405) 843-2525
David Murphy, Gen. Mgr.

KOMA (AM)
820 S. W. 4th, Moore, 73160
P. O. Box 1520, OKC, 73101
(405) 794-1573
Woody Woodard, Gen. Mgr.
Bob Glover, News Dir.

KQCV (AM)
1919 N. Broadway, 73103
(405) 521-1412
Dane Rohm, Gen. Mgr.

KTBO (TV)
3705 N. W. 63rd, 73116
P. O. Box 1421, 73101
(405) 848-1414
Ron Dryden, Gen. Mgr.

KTOK (AM)
50 Penn Place, 73118
P. O. Box 1000, 73101
(405) 840-5271
Ken Gaines, Gen. Mgr.
Bob Durgin, News Dir.

KTVY (TV)
500 E. Britton Road
P. O. Box 14068, 73113
(405) 478-1212
Lee Allan Smith, Gen. Mgr.
Steve Antoniotti, News Dir.

KWTV (TV)
7401 N. Kelley
P. O. Box 14159, 73113
(405) 843-6641
Jacques DeLier, Gen. Mgr.
Charles Hoff, News Dir.

KXXY (FM)
101 N. E. 28th, 73105
(405) 528-5543
Ron K.Bonebrake, Gen. Mgr.
Dan Stroud, News Dir.

KJYO (FM)
50 Penn Place, 73118
P. O. Box 1000, 73101
(405) 840-5271
Robert N. Rogers, Gen. Mgr.
Benjamin Cain, Prog. Dir.

Oklahoma News Network
50 Penn Place, 73118
P. O. Box 1000, 73101
(405) 840-5271
Sherol Hovis, Gen. Mgr.
Bob Durgin, News Dir.

WKY (AM)
400 E. Britton Road
P. O. Box 14930, 73113
(405) 478-2930
Dee Sadler, Mgr.
Jim Palmer, News Dir.

Okmulgee
KLLS (FM)
410 W. 6th
P. O. Box 1214, 74447
(918) 756-3646
Bob Brewer, Gen. Mgr.
Trellis Brewer, News Dir.

KOKL (AM)
410 W. 6th
P. O. Box 756, 74447
(918) 756-3646
Bob Brewer, Gen. Mgr.
Trellis Brewer, News Dir.

Pauls Valley
KGOK (FM)
S. W. Airline Road
P. O. Box 610, 73075
(405) 238-3314
Ronald R. Casey, Gen. Mgr.
Jim Yeary, News Dir.

KVLH (AM)
S. W. Airline Road
P. O. Box 610, 73075
(405) 238-3314
Ronald R. Casey, Gen. Mgr.
Jim Yeary, News Dir.

Pawhuska
KXVO (AM)
513 Kihekah, 74056
(918) 287-1211
Ron Fedor, Gen. Mgr.

Ponca City
KLOR (FM)
Community Bldg, Suite 414, 74601
(405) 765-6681
Stan Bivin, Gen. Mgr.
George Lawson, News Dir.

KPNC (FM)
P. O. Box 2509, 74601
(405) 765-2485
Louis Coleman, Gen. Mgr.
Greg Brown, Program Dir.

WBBZ (AM)
1601 E. Oklahoma
P. O. Box 588, 74602
(405) 765-6607
Allan Muchmore, Gen. Mgr.
Tom Muchmore, News Dir.

Poteau
KINB (FM)
Highway 271 North
P. O. Box H, 74953
(918) 647-2127
V. F. Nowlin, Gen. Mgr.
& News Dir.

KLCO (AM)
P. O. Box 520, 74953
(918) 647-2288
R. D. Collins, Gen. Mgr.
& News Dir.

KLUP (FM)
P. O. Box 520, 74953
(918) 647-2288
R. D. Collins, Gen. Mgr.
& News Dir.

Pryor
KMYZ (AM & FM)
5th and South Mill Streets
P. O. Box 66, 74361
(918) 825-6500
Brad Oleson, Mgr.
Greg Marlow, News Director

Sallisaw
KRBB (AM&FM)
South Bodwood
P. O. Box 666, 74955
(918) 775-9109
Paul S. Demaree, Gen. Mgr.
Mary Beth Armstrong, News Dir.

Sapulpa
KXOJ (AM & FM)
North of City
P. O. Box 1250, 74066
(918) 224-2620
Mike Stephens, Gen. Mgr.
Mike Curtis, News Dir.

Seminole
KSLE (FM)
East of Seminole, HWY 9
P. O. Box 1683, 74868
(405) 382-0105
Jim Craddock, Gen. Mgr.

Shawnee
KGFF (AM)
MacArthur & Bryan
P. O. Box 9, 74801
(405) 273-4390
William A. Weaver, Gen. Mgr.

Stillwater
KOSU (FM)
316 Paul Miller Building
School of Journalism
& Broadcasting
Oklahoma State University, 74078
(405) 624-6352
Craig Beeby, Gen. Mgr.

KSPI (AM & FM)
215 W. Ninth
P. O. Box 2288, 74074
(405) 372-7800
Bill Platt, Gen. Mgr.
Ron Gabe, News Dir.

KVRO (FM)
P. O. Box 1226, 74074
(405) 372-6000
James Rhea, Gen. Mgr.
Rick Ehmen

Sulphur
KSDW (FM)
416 W. Muskogee, 73086
(405) 622-3090
Charles Stone, Gen. Mgr.

Tahlequah
KEOK (FM)
517 S. Muskogee, 74464
(918) 456-2511
Ralph Lynch, Gen. Mgr.

KTLQ (AM)
517 S. Muskogee, 74464
(918) 456-2511
Ralph Lynch, Gen. Mgr.

Tulsa
KAKC (AM)
51st & S. Peoria
P. O. Box 970, 74101
(918) 749-9371
Wes Stegeman, Gen. Mgr.
John Durkee, News Dir.

KBEZ (FM)
1120 East Skelly
(918) 749-9371
William Powell, Gen. Mgr.

KCFO (FM)
3737 S. 37th W. Avenue, 74107
(918) 445-1186
Dennis Worden, Gen. Mgr.
Cynthia Gunn, News Dir.

KELI (AM)
Fairgrounds
P. O. Box 52185, 74152
(918) 622-1430
Joe Henderson, Gen. Mgr.
Don Bradley, News Dir.

KFMJ (AM)
1638 S. Carson
P. O. Box 746, 74101
(918) 585-5555
Carl Smith, Gen. Mgr.
Mark O'Connell, News Dir.

KGCT (TV)
419 S. Main, 74103
(918) 583-4100
Ray L. Beindorf, Gen. Mgr.

KJRH (TV)
3701 S. Peoria, 74105
P. O. Box 2, 74101
(918) 742-5561
Ben Hevel, Gen. Mgr.
Susan L. Silver, News Dr.

KMOD (FM)
5350 E. 31st, Suite 200, 74135
(918) 664-2810
Stan Webb, Gen. Mgr.
Bill Bruun, Prog. Dir.
Rod Daley, News Dir.

KOED (TV)
(Receiver station for KETA-TV
Okla. City)

KOKI (TV)
7422 E. 46th Place
P. O. Box 33223, 74135
(918) 663-6880
James V. Lavenstien, Gen. Mgr.

KOTV (TV)
302 S. Frankfort, 74120
P. O. Box 6, 74101
(918) 582-9233
Allan Howard, Gen. Mgr.
Bob Allen, News Dir.

KRAV (FM)
1638 S. Carson
P. O. Box 746, 74101
(918) 585-5555
Carl Smith, Gen. Mgr.
Mark O'Connell, News Dir.

KRMG (AM)
1502 S. Boulder
P. O. Box 419, 74101
(918) 583-7400
Ron Blue, Gen. Mgr.
Don Lincoln, Prog. Dir.
Jim Back, News Dir.

KTFX (FM)
5840 S. Memorial, Suite 103, 74145
(918) 663-6511
Bob Backman, Gen. Mgr.
Mark Boyce, News Dir.

KTOW (AM)
3225 S. Norwood, Suite 105, 74145
P. O. Box 637, 74101
(918) 622-6044
Joe Bowen, Gen. Mgr.
Anita Seamon, News Dir.

KTUL (TV)
Lookout Mountain
P. O. Box 8, 74101
(918) 446-3351
Saidie Adwon, Gen. Mgr.
George Stewart, News Dir.

KVOO (AM)
3701 S. Peoria, 74105
P. O. Box 1349, 74101
(918) 743-7814
Jack R. Cresse, Gen. Mgr.
Billy Parker, Oper. Dir.
& Prog. Dir.

KWEN (FM)
1502 S. Boulder, Suite 204, 74119
(918) 587-9500
Sharon DAvis, Gen. Mgr.
Mike Lewis, News Dir.

KWGS (FM)
600 S. College Avenue
University of Tulsa, 74104
(918) 592-6000 Ext. 577
David Anderson, Gen. Mgr.
Bill Nole, News Dir.

KXXO (AM)
5350 E. 31st, Suite 200, 74135
(918) 664-2810
Stan Webb, Gen. Mgr.
Rod Daley, News Dir.

Vinita
KVIN (AM)
701 S. Foreman
P. O. Box 419, 74301
(918) 256-7224
Wayne L. Boyd, Gen. Mgr.
Gary Lanier, News Dir.

Wagoner
KWOK (AM)
516 W. Cherokee
P. O. Box 219, 74467
(918) 485-2186
Phil Sherman, Gen. Mgr.
Elmer Shepard, News Dir.

Weatherford
KWEY (AM & FM)
Highway 54 North
P. O. Box 587, 73096
(405) 772-5939
Dick Johnson, Gen. Mgr.
& News Dir.

Wewoka
KWSH (AM)
Highway 270 N. W.
P. O. Box 1260, 74884
(405) 257-5441
Jean Bell, Gen. Mgr.

Woodward
KSIW (AM & FM)
22nd & Cedar
P. O. Box 128, 73801
(405) 256-7455
Lenora Woods Ryan, Gen. Mgr.
Joyce Nelson, News Dir.

Establishing A Filing System

In order to be a more effective teacher, capable of promoting a sound program, an organized filing system needs to be established. The system will help to gather, organize and utilize valuable materials and information needed to develop and maintain a good public relations program.

SELECTING MATERIALS TO BE FILED

** Correspondence--write down the date received and/or mailed

** Newspaper clippings, magazine articles--date material and list source

** Resources--Lists of contacts for public relations, lists of sources for books (library), films, games, tapes, slides

** Bulletin board ideas--by subject(i.e., holidays, country, travel brochures, etc.)

** Teaching aids

** Games--used to reinforce subject matter--by subject

** Catalogues--to order materials for classroom and library

PRE-SORTING MATERIALS

** After reading or using the materials, write the subject matter on top of the paper with a different color of ink, such as red

** Place in specific tray--"to be filed"

** Set aside a particular day in the week to do your filing

FILING METHODS

** Re-read materials to be filed

** Materials covering more than one subject--make additional copies

** Create index sheets per file. As you place material in that file, update your index sheet. The index should be at the beginning of each file.

** List cross references--on the index,and each individual subject list other "See Also" subjects on the files.

ANNOTATE TEXTBOOK

** Before, after or during the filing process, make notes in your classroom text, after deciding which chapters (or which text) this subject material would aid in teaching or presenting for public relations programs.

** In colored ink make references to the filing system by file/subject (for bulletin board, game, additional story, brochure . . .)

RE-EVALUATING FILES ANNUALLY

** Do at the end of the year while the use of the materials is still fresh on your mind.

** Re-evaluate the materials which have not been of use and should possibly be removed.

MICROFILMING

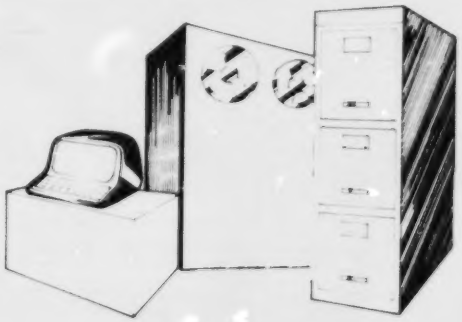
** If you have access to microfilm processing equipment, many of your files can be reduced to film. It will save large amounts of space and can be reproduced to its original size when needed.

MAKING COMPUTER FILES

** Should you have a computer available for use in your school, it is possible that your indexes and some files could be put on computer tape or disks which can be stored in a small space. Then you simply put the tape or disk in the machine and access your particular file instantly. If the computer terminal (keyboard device like a typewriter with or without a TV display device) has a printer then all of your files can be printed out for you when desired. You can put a code into the file so that only you can have access to it.

** Check with the administration about the use of such equipment used by vocational education, Department of Computer Science, Administration for Finance, etc.

** Other sources are local higher education campuses, and area vo-tech centers.



A number of significant changes are happening in the communications industry which may well revolutionize communications as we know it today. Such innovations as microchip processors have made calculators the size of a wrist watch available to the mass public. This is only the beginning.

Within a relatively short period of time--five to ten years--the field of data processing will undergo another major change. It is predicted that data processing (another form of communications) and the transfer of this data between parties (data communications) will make up 22% of our country's Gross National Product by 1985.

The communications companies are racing ahead to meet the challenges of this dramatic need. With the rapidly expanding world trade and urgent needs for the transport of oil for energy for our growing technologies, we will be dealing with more and more people of this world who desire to speak their native language in the process of trade. To be able to communicate in the necessary language should not be considered a frill of global marketing, BUT A PREREQUISITE!

The foreign language professional must be prepared to provide our nation with those trained to meet the challenges of a world rushing into a New Age of International Communications.

Today's Sports Events

Sports Events

PROFESSIONALISM

Who can help us in our promotion?

89ers To Play Japanese Stars

SCOREBOARD

Big Eight Standings

Conference				Overall		
	W	L	Pct	W	L	Pct

Wednesday's Results

Thursday's Result

Saturday's Results

PROFESSIONALISM

Who Can Help Us In Our Promotion?

When we set out to establish and maintain an effective PR program, we might be tempted to feel "alone" or at least very much isolated. Often the foreign language teacher is the only one on the entire school faculty who teaches that subject. In rural areas this teacher could easily be the only foreign language teacher for miles!

But there are resources on which we can count. This chapter of our PR handbook is dedicated to telling about those resources and how they can be used to your best advantage.

american council on the teaching of foreign languages, inc
ACTFL
385 WARBURTON AVENUE, HASTINGS ON-HUDSON, NY 10706 914/478-2011
The Modern Language Journal
VOLUME 65 NUMBER 4 WINTER 1981
Devoted Primarily to Methods, Pedagogical Research, and Topics of Professional Interest to All Language Teachers
MLJ
OFLTA NEWS
THE OKLAHOMA FOREIGN LANGUAGE TEACHERS ASSOCIATION NEWSLETTER
AFFILIATED WITH
THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
MLA
MODERN LANGUAGE ASSOCIATION OF AMERICA
62 FIFTH AVENUE NEW YORK, NEW YORK 10011
AAG
AMERICAN ASSOCIATION
OF TEACHERS OF GERMAN

Professional Organizations--National

There are a number of national professional foreign language organizations which stand ready to be of assistance to the classroom teacher. Some are "umbrella" groups which are interested in all languages and all levels of teaching; some have an interest only in one language. All of them publish journals and newsletters, and some maintain materials centers where teachers can purchase inexpensive aids. The following is a selected listing of these major organizations:

American Council on the Teaching of Foreign Languages
385 Warburton Avenue
Hastings-on-Hudson, NY 10706 (914) 478-2011

Modern Language Association of America
62 Fifth Avenue
New York, NY 10011 (212) 741-5585

American Association of Teachers of French
57 East Armory
Champaign, IL 61820 (217) 333-2842

American Association of Teachers of German
523 Building, Suite 201
Route 38
Cherry Hill, NJ 08034 (609) 663-5264

American Association of Teachers of Spanish and Portuguese
Holy Cross College
Worcester, MA 01610

National Coordinating Office for Latin and Greek
Cleveland State University
Box UT 115
Cleveland, OH 44115

American Association of Teachers of Italian
Department of French and Italian
State University of New York
Stony Brook, NY 11794

American Association of Teachers of Slavic and Eastern
European Languages
Department of Russian
University of Arizona
Tuczon, AZ 85721

Teachers of English to Speakers of Other Languages (TESOL)
202 D. C. Transit Building
Georgetown University
Washington, DC 20057 (202) 625-4569

In addition to the journals and newsletters published by these national organizations, foreign language teachers need to know about a publication which is also available on a subscription basis and is devoted primarily to "methods, pedagogical research, and topics of professional interest to all language teachers." This is the Modern Language Journal, published four times a year. Subscription information can be obtained by writing:

MLJ Business Office
University of Wisconsin Press
114 North Murray Street
Madison, WI 53715 (608) 262-4952

Professional Organizations--State

Most of the national language organizations maintain state and regional chapters which have locally-elected officers. The local chapters sponsor various activities during the year and generally hold their state-level meetings in conjunction with the annual meetings of the Oklahoma Foreign Language Teachers' Association.

The OFLTA is an organization of foreign language teachers which plans conferences and workshops that are useful and informative. Membership in this group is inexpensive, but provides each teacher with contact with other teachers--many of whom are in similar

circumstances from all parts of Oklahoma. Membership information can be obtained by writing:

Membership Chairperson
Oklahoma Foreign Language Teachers' Association
c/o Second Language Consultant
Tulsa Public Schools
P. O. Box 45208
Tulsa, OK 74145

Additional Professional Publications of Interest

There are a number of professional publications which a teacher can use to enrich herself and improve her knowledge and skills. We will try to list a few of them here; others will be found in the Appendix.

Award-Winning Foreign Language Programs: Prescriptions for Success by William D. Sims and Sandra B. Hammond (In conjunction with the American Council on the Teaching of Foreign Language), National Textbook Company, Skokie, IL.

The ACTFL Foreign Language Education Series published by: National Textbook Company, Skokie, IL 60077.

Recent volume titles:

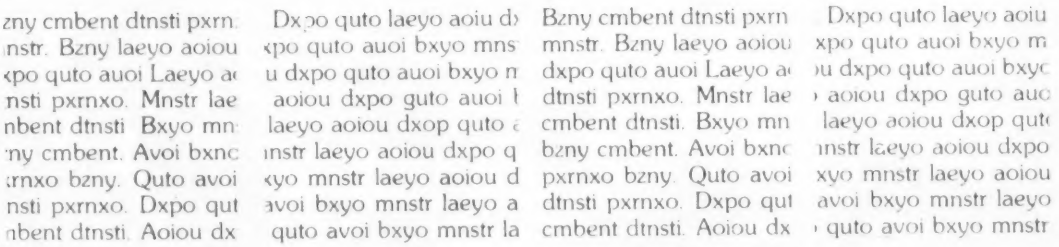
Curriculum, Competency, and the Foreign Language Teacher
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education
Foreign Language Education: A Reappraisal
Choosing Among the Options
The Challenge of Communications

National Textbook Company also publishes annually the major speeches and papers delivered at the Central States Conference on the Teaching of Foreign Languages. Recent titles of these publications include:

A Global Approach to Foreign Language Education
New Frontiers in Foreign Language Education
Teaching the Basics in the Foreign Language Classroom: Options and Strategies
Personalizing Foreign Language Instruction
Careers, Communication and Culture

Many of the ideas embodied in this PR Handbook were taken from some of these publications. Teachers who spend time with them will be amply rewarded. The reference lists and bibliographies in these works will prove invaluable for further research.

Appendix



This appendix contains a number of items the teacher can reproduce and/or use in developing a P. R. program for foreign languages. Many of the items are referred to in the text where the reader can find further information on their use. Explanations, where necessary, are found on the reverse side of each.

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"CAREERS" BINGO

"Careers" Bingo is a game designed to show the variety of careers which use foreign language skills, as well as the many locations, domestic and foreign, where these jobs can be found.

The cards, designed after the Bingo Cards, have a different language heading each column instead of the "B", "I", etc. The squares, instead of numbers, have the name of a career (author, teacher, secretary, engineer, etc.) The teacher's master sheet will have all of the careers listed under each language. As she describes one, she covers it, hoping to ultimately come up with a Bingo.

The career descriptions can be made up ahead of time and drawn out to be read off, or if preferred, can be made up on the spot by the teacher. A typical description could be: "You are a reporter assigned to Montreal where your fluency in French helps you to get both sides of the issues in Quebec." The student looks in the French column and covers "reporter".

Suggested careers are: author, buyer, interpreter, reporter, hotel manager, travel agent, secretary, teacher, policeperson, film director, translator, importer/exporter, diplomat, nurse/doctor, engineer, editor, airline stewardess, cruise ship personnel, international banker, or lawyer, sales representative, and community services director.

You can be as plain ("You are a member of the diplomatic corps in Berlin) or as fanciful ("You are a marine biologist who because of your

fluency in French has been given a chance to work with Jacques Cousteau") as you wish to be. The students cannot help but be exposed to a wide variety of career possibilities which use foreign language skills.

RESOURCE LIST

BOOKS, DICTIONARIES, AND AUDIO-VISUALS

The Continental Press, Inc.
2336 Farrington Street
Dallas, TX 75207

Barron's Educational Series, Inc.
113 Crossway Park Drive
Woodbury, NY 11797

International Learning Systems, Inc.
1715 Connecticut Avenue, N. W.
Washington, DC 20009

Rizzoli International Publications
712 Fifth Avenue
New York, NY 10019

Wible Language Institute, Inc.
24 South Eighth Street
P. O. Box 870
Allentown, PA 18105

PROMOTIONAL MATERIALS

The source of the following six listings is:

ACTFL
385 Warburton Avenue
Hastings-on-Hudson
New York, NY 10706

1. Advertisements: An Overlook Resource in the Foreign Language Class
   Using authentic advertisements while teaching Foreign Language; e.g., in English, French and German. Provides addresses of domestic and foreign companies who will furnish catalogues.

2. ACTFL Foreign Language Week Packet
   Includes projects and activities for Foreign Language Week.

3. Building Community Support for Foreign Language
   Instructions for forming support for FL in local community--setting goals and objectives (included in FL Week Packet)

4. Foreign Language and the Basics
How FL fits in with the basics. Intended for distribution to administrators, counselors, school board members, parents. (included in FL Week Packet)

5. Make Your Own Foreign Language Brochure
Camera-ready sketches and instructions for developing copy--provides the components for promotional brochure. (included in FL Week Packet)

6. Foreign Language Activities & Festivals
Over 100 projects and activities to promote FL study. Includes involvement of students, teachers, interdisciplinary activities, government, career and community. (included in FL Week Packet)

American Eagle Company
1130 East Big Beaver
Troy, MI 48084

(t-shirts)

Foreign Candy Company
Rural Route 1, Box 37A
Hull, IA 51239

(Candies from Spain, Germany, France, Italy, Holland and 42 other countries. They will send free samples and catalog--advent calendars.)

Gessler Publishing Company, Inc.
900 Broadway
New York, NY 10010

(Collection of books, teaching aids- awards and games.)

Goldsmith's Audio Visuals
A/V and Language Department
301 East Shore Road
Great Neck, NY 11023

(Books, periodicals, audio-visuals, teaching aids, and games.)

The Kiosk
19223 De Havilland Drive
Saratoga, CA 95070

(Authentic games, puzzles, buttons, and other realia.)

Lingo Fun
P. O. Box 486
Westerville, OH 43081

(T-shirts, aprons, totes and iron-ons.)

Motivational Products
1950 University Avenue
St. Paul, MN

(T-shirts and buttons.)

Paradise Products, Inc.
P. O. Box 568
El Cerrito, CA 94530

(Decorating kits, posters, theme party supplies, flowers and imported goods.)

Ram Graphics, Inc.
108 South Harnson Street
Alexandria, IN 46001

(Custom t-shirts.)

SUMO Publishers
1005 Debra Lane
Madison, WI 53704

(Posters, book jackets, rubber stamps, t-shirts, buttons, notepads, games--a catalog of FL materials by foreign language teachers.)

T-shirts & Novelties
Rice Street Station
P. O. Box 17-067
St. Paul, MN 55117

(T-shirts, magnetic stick-ons, cork coasters, self-adhesive stick-ons, hats.)

TRI-B Enterprises
4044 "M" Street
Lincoln, NE 68510

(Candies from Spain, Germany, France, Italy and Holland. They will send free samples--advent calendars.)

World Press
P. O. Box 177
Old Bethpage, NY 11804

(T-shirts, note pads, buttons, bumper stickers, Christmas cards, tote bags, games, key chains, thank-you notes.)

Did You Know · ·

. . . . . THAT THE CHAIRMAN OF PEPSICO SAID RECENTLY IN A LETTER TO THE OKLAHOMA FOREIGN LANGUAGE TEACHER'S ASSOCIATION PRESIDENT:

"Language skills are likely to become more important for undergraduate and graduate business students or professional engineers, economists or social scientists who will one day work in industry. The person who has been trained professionally in the U. S., until very recently, has had a distinct edge in professional skills when compared with people trained in other countries. However, today the professional training in Europe and Japan comes close to that available in the U. S. The advantage that the European and Japanese has always had, and continues to have, over the American is that he has far superior language skills. Multinational companies today are looking for people trained in other countries as key executives at least in part because of superior language skill. In my judgment, the American student interested in a career in international business must develop better language skill if he is to keep pace."

. . . . . AND,

THAT THE PERSON IN CHARGE OF CORPORATE PERSONNEL FOR GENERAL FOODS SAID:

". . . . in a multinational organization such as ours, a foreign language skill is favorably viewed provided this is coupled with an academic major in a business function such as marketing or finance, for example."

. . . . . OR THAT THE VICE PRESIDENT FOR CORPORATE PERSONNEL OF PHILIP MORRIS INTERNATIONAL WROTE:

". . . . It goes without saying, that in any multinational company, with international operations, the knowledge of one or more languages in addition to English, is a most valuable asset. In our daily operations, it has been proven that knowledge of French and/or German are a most welcome asset in our dealings with the European market. Although English is the universally accepted international language, the knowledge of i.e. Spanish and/or Portuguese proves to be invaluable to our business interests in the Latin American countries. In my opinion, foreign language courses should not be neglected on the American school curriculum and should certainly not be considered a waste of time."

Have You Heard · ·

?!

. . . . . WHAT THE VICE PRESIDENT FOR PERSONNEL OF UNITED STATES STEEL SAID:

"We insist that our management trainees have competency in engineering, accounting or whatever discipline is required in the field of work to which they are assigned. There is no doubt that a foreign language capability has additional value in its own right, and that such capability can be useful if it still exists when needed. I know that high school Latin certainly helps people develop their vocabulary as well as giving them a basis for understanding other languages. Many of our employees go on short-term assignments overseas, and it would be ideal if each could read and speak the language of the host country . . . . In summary, other qualifications being equal, the U. S. Steel job applicant having a "second or third language competency" would be employed in preference to another applicant if the job in question required such a foreign language competency."

AND, THAT

. . . . . THE VICE PRESIDENT OF GENERAL MOTORS STATED THAT BECAUSE HIS COMPANY OPERATES IN 34 COUNTRIES: . . . . . .

"foreign language skills are often a desired requisite when filling some of our overseas positions . . . . With regard to which foreign language skills are most often found to be beneficial in our company, I would prioritize them as follows: 1. German; 2. Portuguese; 3. Spanish; 4. French" . . .

. . . .

. . . AND, THE DIRECTOR FOR CORPORATE EMPLOYEE RELATIONS FOR DOW CHEMICAL COMPANY RESPONDED:

. . . . . "1. If all other things were equal, and a person had a second language, we would probably hire that person. 2. We do consider a second language a valuable asset for our people. This is especially true for those taking assignments outside of the United States. At the same time, I would note that generally English is the language of business, and we can operate using only English. However, the second or third language does enhance the person's effectiveness and generally serves to make his or her living more enjoyable. . . . . It's good to know that the Oklahoma Foreign Language Teachers Association is giving serious consideration to this issue. It seems to me that we Americans should be making an effort to know other languages. Certainly our foreign friends feel it important to learn English."

Are You Aware That

. . . . .THE PRESIDENT OF THE WEYERHAEUSER COMPANY WROTE ALSO TO THE PRESIDENT OF THE OFLTA: "I consider the teaching of foreign languages to be an important segment of the curriculum in the American high school. The study of foreign languages contributes to high school students' understanding about the structure of language and, in the case of western languages, the roots of many English words. In addition, foreign language courses usually give students, at least indirectly, exposure to different cultures and countries. Hence, through their course work they are better informed as U. S. citizens.

The extent to which foreign language training and the language selected will prepare for future employment will depend on the countries to which a company's employees are assigned. The trend, however, for hiring employees outside the United States is to hire nationals of the country in which our company has operations. Nevertheless, our managers who have overseas responsibilities, whether they are located here in the U. S. or abroad, certainly are better prepared for their positions if they have had foreign language training in their educational background. I trust that courses in foreign language will continue to be an option open as an elective to students in the American secondary educational system."

AND, THE MANAGER FOR PERSONNEL DEVELOPMENT FOR MARATHON OIL COMPANY HIS COMPANY'S NEED THIS WAY: . . . .

. . "The overall principle simply is that competency in a foreign language is sought and acquired when and where needed. I would anticipate that the future would see some expanded need for foreign language competencies."

AND, THAT THE MANAGER OF THE HUMAN RESOURCES DEVELOPMENT DIVISION OF THE ATLANTIC RICHFIELD COMPANY BELIEVES THAT FOREIGN LANGUAGE TRAINING IS IMPORTANT FOR THE FOLLOWING REASON: ". . . we very infrequently find ourselves in the position of looking specifically for a second language as a qualification for assumption of a position. We do continue to believe, however, that learning a foreign language is an integral part of developing a disciplined mind which provides carry-over value leading to a better understanding of the fundamental structure and use of our own language. Our experience with the English usages evidenced by many recent college graduates would suggest that some of them have not benefited by this form of training. We would strongly encourage the development of a diverse and liberal background, including foreign language training, as a desirable base of knowledge for all those individuals intending to become professionals in business."

MOREOVER, THOSE AT THE EXXON CORPORATION SIMILAR THOUGHTS THIS WAY: "A major consideration in our employment decisions is the hiring of individuals who have demonstrated superior achievement in a competitive academic situation at secondary, college and often graduate school levels. We look for a blend of the well-educated person in the broadest sense, as well as the possession of skills specific to our needs (for example engineering or geology). Although we have no fixed criteria and judgments differ, it is clear that one ingredient of a well-rounded educational program would be exposure to and mastery of a foreign language. Such mastery represents both an added learning dimension as well as an involvement with cultural diversity that is part and parcel of life in a multinational corporation."

and

!! AN EXECUTIVE AT WESTERN ELECTRIC PROPOSED THIS IDEA FROM HIS EXPERIENCES: ". . . We do, however, have a respectable number of jobs where foreign language capability is highly valued in combination with other even more important skills of a managerial nature. The executives and supervisors working in such jobs and who do have capability in foreign languages tell us something a little surprising - they say that the languages they are now using are not generally the same as they studied in high school, but that the experience of studying a foreign language while they were younger has probably made it easier to learn a different language when the need arose, even after they reached middle age! At the same time we see other people who did not study a foreign language in their early years trying and failing to do so now. This seems to say, "If you need a mature adult to learn Japanese for commercial reasons, pick a person who once learned French or German."

**

ONE VICE PRESIDENT OF UNITED TECHNOLOGIES WROTE: ". . . . . Naturally, however, between two equally experienced and technically qualified employees being considered for an overseas assignment, language skills would be an important factor. In many of our areas of operation French would be the most useful, and Spanish second. As a company with strong international interests, we support and encourage better communications with countries and people overseas. Foreign language education in high schools and colleges is one very good way of increasing awareness and understanding of people outside this country. . . . . I strongly believe that exposure, training,and experience in foreign languages is an important requirement in today's world."

AN EXECUTIVE VICE PRESIDENT WITH ARMCO STEEL THOUGHT: "Certainly with the increase in international business activity, it is desirable for more executives to have a familiarity with languages other than English. In the case or Armco, with extensive operations in Latin America and Europe, executives with a working knowledge of Spanish and French would be ideal."

AND A VICE PRESIDENT OF STANDARD OIL OF INDIANA SAID: "I have reviewed your inquiry with the management of our international company and their opinion is that foreign language skills are of definite value in their operations. . . . Spanish and French are the most useful languages, and it has been found that possessing competency in one of these enables an individual to more easily learn additional languages."

. . .

. . .

THE CHAIRMAN OF AMERICAN CAN COMPANY SAID THAT IN ADDITION TO POSSESSING SKILLS IN ENGLISH: ". . . . I believe that the skill in another language would be an asset. We are an international corporation and have need for people with these foreign language abilities. This is true both in overseas and domestic locations . . . . One of the problems in maintaining these abilities is the unfortunate situation existing in this country of lack of opportunity to utilize and exercise foreign language training. . . . I believe that the ability to speak and write a language other than the English language is an extremely important asset to anyone, both in their cultural and business activities."

. . . . .

. . . **in addition** . . . . .

THE CHAIRMAN OF STANDARD OIL OF OHIO: ". . . we are quite convinced that our nation's educational system should encourage the study of foreign languages at the high school and college levels. . . . 1. Other qualifications being equal, we do feel that a second or third language competency is a valuable plus for all management and professional employees or our company. Such skills are particularly desirable for employees who are involved in purchasing and selling of materials and products. 2. I think that knowledge of one or more of the Japanese, Russian, and German languages is highly desirable. Knowledge of one or more of the Latin-derived languages, i.e., Spanish, Italian, Portuguese, is also highly desirable when one thinks about the vast geographic areas in which the inhabitants speak one or the other of these tongues.

It seems to me that it is quite important for us to realize that we can not be an isolated nation in the modern world. We are too dependent upon raw materials that we must import and upon foreign markets that we must supply to permit isolation to prevail. Our ability to work in the diplomatic field with representatives of other nations, as well as to do business with them, will be considerably enhanced if our representatives can speak to others in their languages rather than having to resort always to our own.

I wish you well in your endeavors to convince those who are responsible for educational policy in the various areas throughout our country to recognize the continuing and growing importance of the teaching of foreign languages."

finally

. . . .AN EXECUTIVE OF THE CONTINENTAL GROUP WROTE: ". . . speaking as one who has been involved in educational activities over the past 40 years, I am convinced that knowledge of a second language is a valuable part of a general education, and with what I see as increasing international activity worldwide, a second language can be a very practical asset in many cases."

Alfred Gage, Ph.D., Specialist
Foreign Language Education
Oklahoma State Department of Education

Central Intelligence Agency

The Central Intelligence Agency may have a career for you

It is not a career for everybody. It is a career for a few very special bright men and women with talent, skills, self-reliance, self-discipline, and initiative who seek exciting, challenging situations that demand critical on the spot decisions. If you are a person with these diverse attributes and you enjoy working with interesting people, it is time to consider a career with the Central Intelligence Agency through our career training program.

Whether just starting out or seeking a career change, the rewards match the challenge. There are opportunities for positions of responsibility which require periodic foreign residence and demand full use of your talents while you are acquiring essential experience and earning membership in an elite group.

Specific qualifications required include:

- U.S. citizenship.
- A college degree.
- The ability to speak or to learn to speak a foreign language.
- The ability to communicate with diverse people.
- Interest in foreign affairs as shown by one or more of the following: academic study, foreign travel, foreign residence, two to five years pertinent work experience.

Military experience and graduate study enhance your chances.

Entry level salary may reach $25,000 during training, depending on qualifications. Initial assignment is in the Washington, D.C. area. Substantial benefits are provided for overseas service.

If you possess these qualifications and are interested in exploring a career with us, prepare a resume that discusses the specific qualifications mentioned above as they apply to you, and include phone number (day and evening), college major, a concise statement of why you want to work for the Central Intelligence Agency, and a short description of your principal strengths.

Send your resume to:

Personnel Representative: OC
P.O. Box 26
Austin, TX 78767

Candidates of interest will be contacted for a confidential interview within three weeks of receipt of resume.

CENTRAL INTELLIGENCE AGENCY

An Equal Opportunity Employer

Wanted for immediate employment:

"RESERVATION AGENTS"

Howard Johnsons National Reservation Sales Center. Full time Sales Agent position. Typing 35 w.p.m. and good phone voice. 3 weeks paid training, paid vacation, healthy insurance. French & Spanish speakers also needed. Apply at:

3000 United Founders Blvd
or call 848-6711

Spanish Speaking Flight Instructor for turbo prop exper. desired, call 495-6400 or send resume to PO Box 1640, Bethany, OK 73008

FEE PAID $12,000 UP

BI-LINGUAL SECY

Must type accurately, handle flight payroll, A/R A/P. Must be fluent in Spanish.
Genie Pers 4205 NW 63 840-3412

CLERK

(BILINGUAL)

Our personnel department has a position open for a bilingual clerk-general office. Fluent translation skills & SPANISH/ENGLISH also required. Type minimum 40wpm. Challenging position offering secure future. Excellent growth potential. Hectic work load. 7:30-3:30, 5 days per week.
Contact James Musick, THOMAS CONCRETE, 668 SE 55, OKC, 405-677-3611 EOE

General Help 220

LIBRARIANS & AIDES

HALIFAX ENGINEERING, INC., an international technical service corporation, is seeking Librarians with Master's degrees in Library or Information Science from ALA accredited schools in N.E. Oklahoma. Experience in a scientific/technical research library and/or proficiency in German, Russian or French is a plus! A Library Technician with experience in carding, typing and operating a "mag card" typewriter is needed. For information concerning location and salaries, call Warren Holt Sunday and throughout the week at (703) 750-2202 COLLECT.

HALIFAX
An Equal Opportunity Employer

EXECUTIVE HOUSEKEEPER

The new Oklahoma City Lexington Inn seeks a qualified experienced bi-lingual housekeeper. We offer excellent salaries, benefits and a secure future, with a company that values its employees. Please come by in person.

Lexington INN

A DAY OR A LIFETIME

1200 South Meridian
Oklahoma City, Ok. 73108

These want ads, taken from Oklahoma newspapers, are good examples of jobs in Oklahoma requiring foreign language skills. It's exciting to show jobs of this nature are needed in our own backyard. Use these to start a "Want Ad" search by your students. You may come up with enough additional ads to make a second and third collage.

ASSOCIATION OF FOREIGN LANGUAGE DEPARTMENTS

OF OKLAHOMA COLLEGES AND UNIVERSITIES

SPEAKER LIST

Members of the faculties of Oklahoma colleges and universities have listed on the following pages their topics of expertise and the regions of the state where they would prefer to travel for speaking engagements. These would prove to be invaluable as resources for banquets, foreign language week, pre-enrollment, and classroom participation. (If at all possible, offer to contribute to the cost of their expenses.)

ASSOCIATION OF FOREIGN LANGUAGE DEPARTMENTS
OF OKLAHOMA COLLEGES AND UNIVERSITIES

SPEAKER LIST

NAME	TOPIC	REGION
Bethany Nazarene College Department of Modern Languages Bethany, OK 73008 (405) 789-6400 Ext. 274		
Geraldine M. Huhnke	Travelling in Germany. Travelling in Latin America. Education in the Two Germanys. Twentieth-Century Germany. Hispanic-American Culture.	Central
Dolores Woods	Chicano Culture & Central Lit.	
Central State University Department of Foreign Languages Edmond, OK 73034 (405) 341-2980 Ext. 647		
Marina Eaton	French Culture; The Importance of the French Language in Commerce with Canada.	Okla. City Area Bartlesville Area Tulsa Area
Irmgard Schneider	German Culture (Hist., History of Art, Christian situation in Germany today or during the "fatal 12 years", German folklore, slide show on German topics, cities, etc.)	Greater Okla. City Area
Mildren Lyon	Foreign Language as a Tool.	Greater Okla. City Area
Ann Phillips	The Importance of Spanish in Business with Latin America. Interesting Tours in Mexico.	Greater Okla. City Area, or other areas in Oklahoma when scheduling permits.
East Central University Department of English and Lang. Ada, OK 74820		
Gene A. Rister	Artistic-Architectural Cultural Heritage of the Hispanic Southwest (Slide Presentation)	UNRESTRICTED Transportation costs, plus food and lodging if overnight.
Douglas R. Nelson	"A Musician's Ear-View of German" (available after September 1982)	UNRESTRICTED Transportation costs, plus food and lodging if overnight.

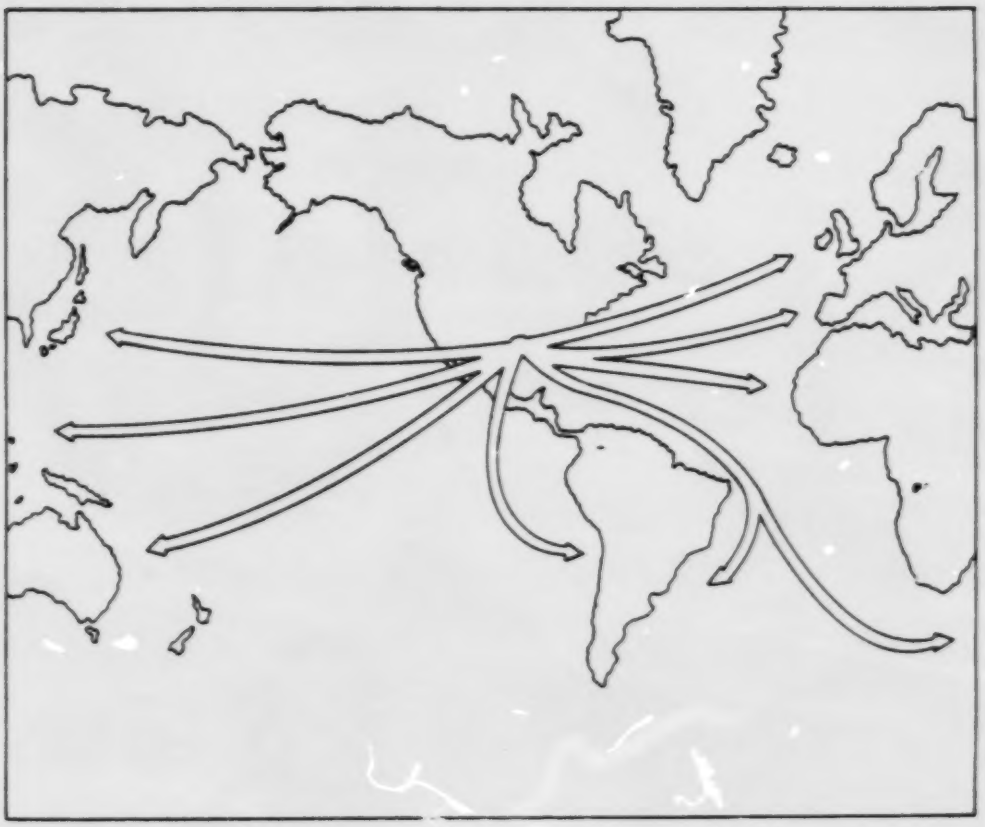
NAME	TOPIC	REGION
Rosemarie A. Benya	Foreign Languages for Elementary School Children: New Options & New Horizons	UNRESTRICTED Transportation costs, plus food and lodging if overnight
Susannah Factor	Creek-Seminole Legends: Insights into Values (Separate slide presentations for Elementary School or Secondary School & University) Available after August, 1982	UNRESTRICTED Transportation costs, plus food and lodging if overnight
Oklahoma Baptist University **Department of Modern Languages** **Shawnee, OK 74801** **(405) 275-2850**		
Ramona Farthing 275-5414 Ext. 2211	Moliere's Comedies. Balzac's Novels. Women in French Lit.	Central Oklahoma
Guy P. Combe Ext. 2209	Mont Saint Michel. France today as seen by a Native. Travel in Europe. So you were in Paris? Tell me about it. Searching for your Roots? Let us help you. French as a career.	Oklahoma (Anywhere)
Rosemarie Lones Ext. 2210	Austria. West Germany Today. Vienna as seen by a native. Young people in Europe. Heinrich Boll's Novels.	Central Oklahoma
Ronda Hall Ext. 2241	Mexico. Novels of Mexican Revolution. Modern Spanish Drama. Chicano Literature.	Central Oklahoma
Oklahoma City University **Modern Language Department** **Oklahoma City, OK 73106** **(405) 521-5127**		
Christiane Faris 521-5127	German.	Oklahoma City Area
Oklahoma State University **Department of Foreign Languages** **Stillwater, OK 74078** **(405) 624-5825**		
Harry S. Wohlert	The Economic & Political Status of the Two Germanys in the World Why study German?	Oklahoma
J. Dan Wells	Russian and the Soviet Union.	Oklahoma
John J. Deveny	Foreign Lang. & Careers. Foreign Lang. Programs at OSU	65 mi. radius of Stillwater

NAME	TOPIC	REGION
Geoffrey Pill	Value of Learning Foreign Languages, Foreign Lang. & Careers, France and French topics.	Oklahoma
Santiago Garcia	Can We Learn Something from Cuba? The Cultural Gap Between N. and S. America.	60 mi. radius of Stillwater
Cida Chase		When Visiting Student Teachers
Paul Lin	East Meets West.	Near to Stillwater
David N. Wigtil	Why Latin? How to Pick a Bible Trans. Star Trek and Ancient Greek Lit.	Any region

University of Oklahoma
Dept. of Modern Lang.
& Literatures
780 Van Vleet Oval
Room 202
Norman, Okla. 37019

Seymour Feiler	18th Century France. French Culture. Contemporary France. Careers.	Central Oklahoma
Daniele McDowell	France - Lit. & Civilization.	Norman, Moore, Okla. City
James Fife	Slide Presentations: Tourist sites in France. French Chateaux. Gothic Architecture in France. Lectures: Balzac, Greatest of 19th Century. French Novelists. Gustave Flaubert, Father of the Historical Novel. French Romanticism. Andre Antoine/Le Theatre Libre - Beginning of the "Little Theatre" Movement.	
James Abbott	Regions of Spain (with slides). Art and Architecture of Spain (with slides).	Okla. City Metro Area
Peter Brueckner	German - Lit. Civilization. Modern History. The East-West-Conflict in Germany.	Okla. City Metro Area, Lawton
Mervin Barnes	Languages of the World. Ancient Germanic Mythology and Culture.	Oklahoma City Metro Area, Norman

NAME	TOPIC	REGION
Department of Classics Kaufman Hall, 101 University of OK Norman, OK 73019		
Peggy Chambers	Various aspects of Greco-Roman Civilization, illustrated with slides (Crete, Mycenae, Athens, Rome, Orvieto, Capri, etc.	Region, Norman
Southeastern Oklahoma State University English, Humanities & Languages Durant, Oklahoma 74701 (405) 924-0121 Ext. 206		
Claude J. Fouillade	Roman ruins in Provence Medieval France Paris: yesterday and today The French castle through the centuries	Oklahoma (anywhere)



This map has been reproduced to illustrate Oklahoma's connection to world trade. There are no specific facts or figures because they would become outdated so quickly. The Oklahoma Department of Economic Development, P. O. Box 53424, State Capitol Station, Oklahoma City, OK 73152, (405/521-2401) (street address: 4024 N. Lincoln Blvd.) can give current data to use with the poster--amount of dollars, numbers of companies dealing in foreign trade, products involved. You may prefer to add your own slogan ("Oklahoma Trade with the World") and an illustration of a product--drilling equipment, computer components, airplanes, etc. We felt the blank map would be of greater use in the classroom.

STATE OF OKLAHOMA

EXECUTIVE DEPARTMENT

Proclamation

WHEREAS, the economic health and well being of Oklahoma depend on agriculture, energy, and other products of global importance; and

WHEREAS, the knowledge of more than one language honors Oklahoma's proud Indian heritage as well as its importance in world affairs; and

WHEREAS, the foreign language educators of this state have instructed both youth and adults in the culture and languages of the many races which blend to give Oklahoma its rich heritage; and

WHEREAS, the American Council on the Teaching of Foreign Languages has established March 7 - 13 as "National Foreign Language Week" and is supported by the Oklahoma Foreign Language Teachers' Association;

NOW, THEREFORE, I, GEORGE NIGH, GOVERNOR of the State of Oklahoma, do hereby proclaim the week of March 7 - 13, 1982, as

"NATIONAL FOREIGN LANGUAGE WEEK"

in the State of Oklahoma and encourage all citizens of the state to observe this week by making themselves knowledgeable of the programs and purposes of Foreign Language instruction.

In Witness Whereof, *I have hereunto set my hand and caused the Great Seal of the State of Oklahoma to be affixed.*

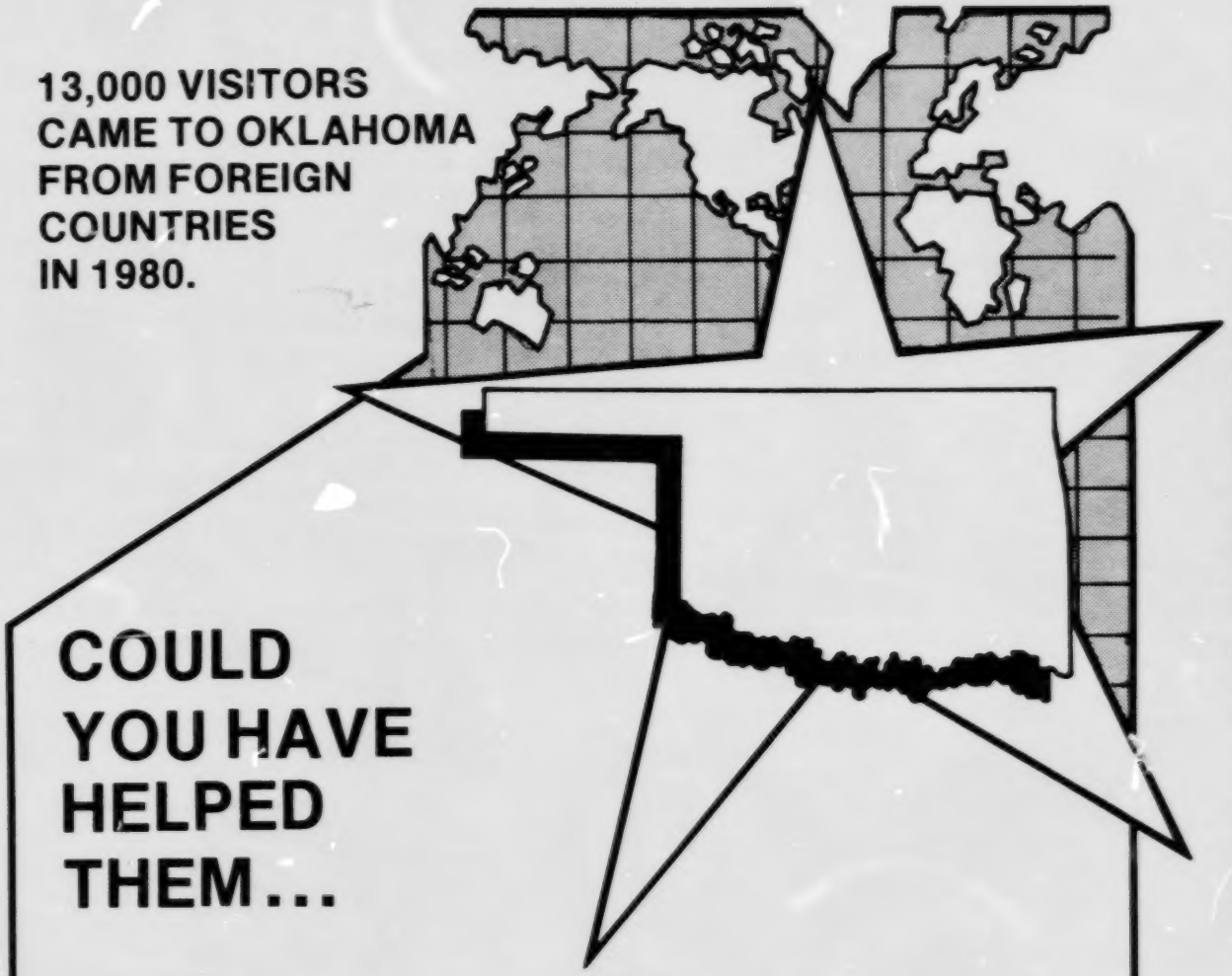
Done at the Capitol, in the City of Oklahoma City, this 15th *day of* February, *in the Year of Our Lord one thousand nine hundred and* eighty-two, *and of the State of Oklahoma the* seventy-fourth year.

SECRETARY OF STATE

GOVERNOR

One way of publicizing your language program is by observing National Foreign Language Week. This week has been established by the American Council on the Teaching of Foreign Languages as the second week in March. To give it political importance, have the proclamation signed by the mayor, printed in the town newspaper, and posted on the school bulletin board. An example of a proclamation has been given to serve as a basis for the format. Many larger city government offices have official proclamation forms that they can use.

13,000 VISITORS
CAME TO OKLAHOMA
FROM FOREIGN
COUNTRIES
IN 1980.



COULD YOU HAVE HELPED THEM...

_____Find tourist attractions
_____Get medical help
_____Get their car repaired
_____Find motels, hotels, or restaurants

IN THEIR LANGUAGE ???

TITLE WASHINGTON JR. HIGH SPANISH FAIR NO. 1 of 1

1 SCENE
Music (6 seconds)
Fade Music
How many times have you wished that you had the opportunity to visit another culture - - -

2 SCENE
to study the art, to enjoy the music,

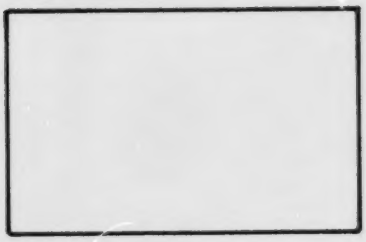
3 SCENE
to learn the dances, to taste the food - - -

4 SCENE
If you would like the chance to visit Mexico without the problems involved with travel.

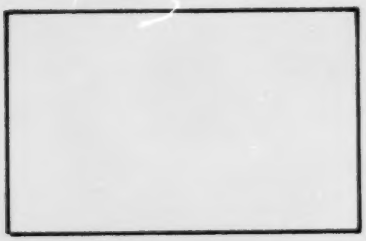
5 SCENE
Come to the Spanish Fair on Saturday, Nov. 21 at Washington Junior High School. Please come to the fiesta.
Music

This is an example of a television script for a PSA (Public Service Announcement). Try to include information like: the length of any music played, pictures to accompany each scene, any wording stated on the tape, etc. A blank script format has also been included which can be utilized as a guideline in the preparation of your PSA to promote your event.

TITLE _____ NO. _____



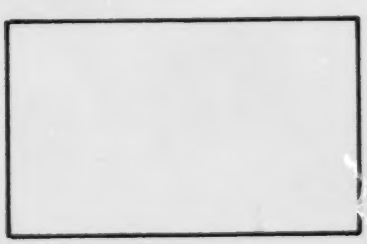
1 SCENE



2 SCENE

3 SCENE

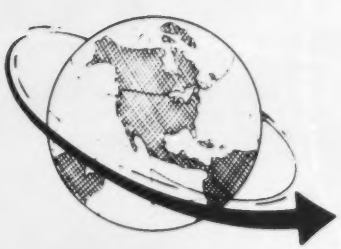
4 SCENE



5 SCENE

AWARDS

These awards, which are reproducible, have been provided to aid in the promotion of your language program. Among ideas for their usage are: to honor outstanding students, to recognize the participation of students, to broadcast new events, to thank administrators, counselors, parents, and business leaders, and to show appreciation to these persons and others at an awards banquet or assembly.



Merci Gracias Dankë Gratias Merci Gracias Dankë

DATE _____ SIGNATURE _____

FOREIGN LANGUAGE TEACHERS CARE, AND THEY WANT YOU TO KNOW.

167

HAPPY-GRAM

DATE _____ SIGNATURE _____

FOREIGN LANGUAGE TEACHERS CARE, AND THEY WANT YOU TO KNOW.

GREAT THINGS ARE HAPPENING AT SCHOOL

DATE _____ SIGNATURE _____

FOREIGN LANGUAGE TEACHERS CARE, AND THEY WANT YOU TO KNOW.

SUCCESS CARD

DATE _____ SIGNATURE _____

FOREIGN LANGUAGE TEACHERS CARE, AND THEY WANT YOU TO KNOW.

Certificate of Award

This certificate of award

is presented to

for

DATE

SIGNATURE

CERTIFICATE OF APPRECIATION

THIS AWARD IS PRESENTED

TO

FOR

DATE _____ SIGNATURE _____

CUT

CERTIFICATE OF PARTICIPATION

This certificate is presented to

for outstanding participation

DATE _____ SIGNATURE _____

CUT

CUT

CUT

CERTIFICATE OF PARTICIPATION

This certificate is presented to

for outstanding participation

DATE _____ SIGNATURE _____

CUT

CUT

CUT

CUT

Outstanding Foreign Language Student Of The Month

THIS AWARD IS PRESENTED TO

FOR THE MONTH OF

DATE

SIGNATURE

OKLAHOMA

stieren in USA • Daten • Informationen • Analy

BANK OF OKLAHOMA

IM HERZEN DER USA . . .
AN DER SPITZE, WENN ES UM DAS INTERNATIONALE BANKGESCHÄFT G

Mit Aktiva in Höhe von mehr Mio. US-Dollar kann OF OKLAHOMA mit ...e-fahrenes und her... ausgestatteten ... en werden, das ... schen Unterne... Repräsentanz- und ... wichtigste ... stellenne... nach bek... Bank in Tu... amerika... ge der US... "equalizer" Binnenh... testun...

Die BANK OF OKL... bundesstaatlicher ... Institut. Hier kreuz... wird oft die „Stadt ... genannt, übrigens g... Kurz gesagt, es ist ... BANK OF OKLAHOMA ... hervorragende Verkeh... und Energieressource... veranlaßten, ihre neue G... arbeiten aber auch er... für die ...

WENN IHR UNT... WELTWEIT ENG...

Die richtige Wahl für

Tulsa

HILTI®

BANK OF OKLAHOMA
Member FDIC

Die Entscheidung ist gefallen!

WERDEN SIE UNSERE PARTNER!

Wir sind daran interessiert, führende deutsche Technologien mit Oklahomas R... wie Kohle, Erdgas, Öl und Wasserkraft zusammenzubringen.
Die DM v...zeichnet inzwischen einen erheblichen Wertzuwachs gegenüber ... wiederum bedeutet: Oklahoma kann Ihnen bei der Standortwahl für Ihre neu... stätte... auch preislich interessante Angebote machen.
Bereits in Oklahoma ansässige deutsche Unternehmen erfreuen sich einer au... Prosperität.
...sagen Ihnen gern, was wir im einzelnen tun, damit IHR Unternehmen in O... sich expandieren kann.

Besuchen Sie eine aufregende Stadt:

Oklahoma City.

Oklahoma City ist jung. Aufregend. Voller interessanter Dinge, die man sich ansehen oder die man tun kann. Der ideale Ferienort für die ganze Familie. Besuchen Sie uns und erleben Sie, wie das Flair unserer Stadt Sie in Stimmung bringt.

Erleben Sie die Abenteuer der legendären Helden des Wilden Westens in der „Cowboy Hall of Fame"! Sehen Sie sich die Feuerspritzen der Jahrhundertwende im „Firefighter Museum" an. Oder Episoden aus der Geschichte des Sports in der „National Softball Hall of Fame"!

Schwarzes Gold, Boutiquen, Ballett und Bären!

Konjunktur

...e Wachstumsraten liegen übe... ...m amerikanischen Durchschn...

...OLD YOUNG

...u 14 Jahre bevor Oklahoma ...7 zu einem Bundesstaat der ...en Staaten von Amerika ...deckte das Land riesige ...ommen, die noch völlig ... an seiner Oberfläche ...r die Geburtsstunde ... die zusammen... ...haft zu ein... ...weige der ...

...Mindustrie ...h immer e... ...hat sich in d... ...uch die Ferti... ...r mehr durch... ...nt Unternehmen ... und der Welt ...ß Oklahoma ...chen Bundesstaaten in nichts nachsteht.

Unter den vielen anderen Faktoren, die Oklahoma zu einem gun... gen Standort für Unterneh... chen, sind die gerin... die niedrigen... sten, d... ...

...430 Meilen lange Mi... ...ippi River ...wischen O... ...ehnten Bu... ...e zu allen ...fen der Wel... ...hl an Tuls... ...afen von ...e Hafens... ...schaller...

Ebenso wich... daß Oklahoma ... südwestlichen ... Vereinigten Sta... mehreren führ... schen Publikats... ...und noch mindestens bis 1990 diese

Oklahoma City
Oklahoma City Convention and Tourism Center
Three Santa Fe Plaza Oklahoma City, Oklahoma 73102

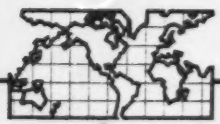
OK

The Oklahoma Department of Economic Development has advertised in a German newspaper supplement encouraging German business and investments in the state. The entire supplement cannot be reproduced here, of course, but this is a collage of some of its components. (Foreign language students could make a similar collage in their language of study about the benefits of doing business in Oklahoma.)

What was Ann Landers' answer to the teenagers who asked her this question recently?: "What was the biggest mistake you ever made in school?" Answer: "The worst mistake I made in high school was not taking Latin. I have regretted it ever since.

Of all the possible answers, why would someone like Ann Landers say such a thing? In her mature years she has come to realize some of the benefits of language study. Let's look at that question . . .

Why Foreign Language ?



OKLAHOMA STATE
DEPARTMENT OF EDUCATION
Leslie Fisher, State Superintendent

WHY FOREIGN LANGUAGE?

I. It will help you in a number of school-related ways. Research shows that:

a. Those with 2 or more years of Foreign Language score higher on SAT scores in English vocabulary.

b. Foreign Language study improves your skills at drawing inferences.

c. Foreign Language students score significantly higher on tests of creativity.

d. Students who have studied Foreign Languages have improved auditory discrimination skills (able to differentiate between sounds).

e. Time spent at Foreign Language study improves one's memory.

f. Those with 2 or more years of Foreign Language study in high school score significantly higher in English on the ACT than those without.

g. Foreign Language students, on the average, achieve more highly in college for all their academic programs.

h. Students who have studied Latin score significantly higher in English vocabulary and reading skills.

i. Foreign Language study "helps you learn how to learn" and improves an individual's approach to thinking.

II. The learning of a Foreign Language can contribute to your life's career through:

a. Expanding your opportunities for achievement in international business, finance and marketing.

b. Opening new doors in the fields of law enforcement, public administration, social work and all the medical areas including doctor, nurse and hospital administration.

c. Making you more valuable as a librarian, engineer, secretary or warehouse dock worker.

d. Improving your usefulness in government service: (1) The military is always in need of personnel at all levels with language skills. (2) The federal government, in a recent report, found that almost 30% of its overseas civilian positions which require foreign language proficiency are unfilled due to lack of qualified personnel. (3) The FBI, CIA, Department of State, Department of Justice and others are constantly in need of qualified personnel with foreign language skills.

Many companies say that they will pay more for individuals with Foreign Language skills and others frequently say that workers with those skills will be promoted quicker.

Sylvia Porter, noted financial advisor and columnist, has said: " . . . there is one move you can make as a form of 'insurance' for just about any career. Learn a foreign language. With a language skill added to your other skills, you might double your chances of getting the job you want."

Some jobs require that the individual be able to read and write the foreign language while others need people who can speak the language. Certain jobs require *all* four skills. Former Senator Henry Bellmon has said: "Young Oklahomans who are now getting an education should recognize that some of the best employment opportunities are going to develop outside the U.S. . . . (there will be) opportunities for literally thousands of Americans who can handle different languages."

III. Exposure to a Foreign Language over a period of time provides personal enrichment by:

a. Serving as the means for you to get a close look at how another culture thinks and operates. Remember: a language is the most intimate and precise mirror that a culture has.

b. Giving you the tools whereby you can more fully enjoy international travels.

c. Allowing you more clearly to understand and communicate with millions of our citizens right here in the U.S. for whom English is not their native language.

d. Providing through contrast a better insight into your own language and culture.

e. Enhancing your own self-concept as you realize the strengths and weaknesses of your own and other cultures.

Monolingualism *can be cured!!* For more information, see your local foreign language teacher.

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4. Specifically, what did you find to be the greatest weakness of this publication?_____

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